

Kentucky Department of Education
 District Application for School Improvement Funds (Section 1003g)
Transformation Model

Cover Page

Please Note: You may only type in the gray areas.

District Christian	DISTRICT Mailing Address Street Address 1 <u>200 Glass Avenue</u> Street Address 2 _____ City <u>Hopkinsville</u> ZIP <u>42240</u> Phone <u>(270) 887-7015</u>
Name of District Contact Susie Hartline	
Position Director of Federal Programs	CONTACT Mailing Address (if different)
Email Susie.hartline@christian.kyschools.us	Street Address 1 _____ Street Address 2 _____ City _____ ZIP _____ Phone _____
Submission Date (office use only)	

District Name	NCES ID #	Total Awarded
Christian County	2101150	\$
School Name	NCES ID #	Intervention
Christian County High School	210115000220	Transformation Model

District Verification

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants (SIG) program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

Assurances: A district must include the following assurances in its application for a School Improvement Grant.

The district must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority and focus school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) Report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- (4) Ensure that each Tier I and Tier II school, or each priority and focus school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Superintendent Signature

Date

Notary Public

My commission expires

Notary seal

District Actions

Please Note: You may only type in the gray areas.

If not all Priority Schools are served, explain why the school(s) will not be served and provide supporting documentation for the decision.

Christian County High School is the only Priority School in Christian County.

Describe the district's capacity to use school improvement funds to provide adequate resources, related support, and oversight to the identified school in order to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to SIG schools, additional funding and use of external resources.

The District provides oversight to Christian County High School (CCHS) under the direction of the Superintendent through the Superintendent's Cabinet, District Support Team and with guidance from the Kentucky Department of Education. The most recent Diagnostic Review found that the District had capacity. Christian County has experience sustaining and supporting grant funded programs. The district is currently operating two DoDEA grants, a KDE Instructional Transformation grant, Family Resource and Youth Services Centers (FRYSC), and Read to Achieve grants.

Support is provided formally to Christian County High School through the Support Plan Structure in many areas. Mentoring and coaching for the principal occurs in monthly Principal Support Visits, Collaborative Planning sessions, and interaction with the Superintendent through School Support Visits and PPGES activities. Teacher mentoring and coaching at CCHS has been developed through the district's provision of two coaches to the school under the direction of the Educational Recovery Leader and CCHS principal. As part of the required work in SY 14-15, the coaches were assigned a specific caseload of teachers, implemented Focused (Guided) Planning, developed a support cadre for new teachers, and provided guidance to PLCs with the intent of building leadership's capacity in the building for taking over these roles eventually.

In June 2013, the district launched an instructional coaching initiative after researching effective models and consulting with Jim Knight (University of Kansas) and Cindy Harrison, one of the authors of Coaching Matters. Instructional coaches were hired for each building by reallocating resources to meet this need.

The Instruction and Behavior Coach (IBC) positions are designed to build teacher capacity and tie nicely to the coaching that is required in the PGES model. Sixteen coaches were hired based upon performance reviews, interviews, recommendations, and classroom performance. Teachers completed a survey at the end of the first year of the program and those results were used to improve the overall services being provided to the schools. Principals were actively involved in evaluating each of the coaches assigned to their buildings. In the first year, the coach at CCHS was under the direction of the school principal. With the reconfiguration of an ER team for CCHS after the cessation of SIG funds, the instructional coach was moved

under the daily direction of the ERL to provide greater continuity in services being provided. For the 15-16 SY, this will be a shared responsibility.

At the District level, the Curriculum Leadership Team meets monthly. It includes district leadership, school principals, instructional coaches, and curriculum specialists. The CLT serves as the vehicle for district professional learning around emerging issues, research-based practices, and strategies that lead the district to realizing its vision and mission. Activities have included such items as developing a common instructional vocabulary, exploring the research in areas such as growth mindsets, analyzing and reviewing Response to Intervention plans, revising PBIS implementation plans, digging deeper in the KCAS-related support documents, and many other areas. Time is provided to allow for application and for analyzing improvement plans for congruence to district improvement plans. Participants have indicated through tools such as a Plus/Delta that the collegial conversations are excellent learning opportunities and essential for their continued professional growth.

Instructional Rounds occur annually. A team of approximately 25 District and School leaders will collect data through classroom observations in relation to a Problem of Instructional Practice identified by the School Leadership Team. Data, Trends, Predictions and Next Steps are identified as part of the process. All School Leadership Team members participate in four visits to other schools in the 2015-16 school year to build exposure to a range of instructional practices and to build a common language throughout the District about instruction. The Principal walks the building with the Superintendent and discusses issues relative to PPGES.

CCHS receives a Customer Service Visit in the Fall semester. The purpose of this visit is to bring central office support to the school level and provide opportunities for school staff to tell the District what support is needed to effectively work. Feedback is collected by each Division and discussed in the following Cabinet meeting with overall results and a follow-up plan shared with the School Principal.

The district has extended its support for teachers new to the district. The Chief Administrative Officer has worked with her division to provide an additional six hours of support on the two district Growth Days around the Kentucky Framework for Teaching and PBIS. Last year, three schools (Lacy, MLK, and CCHS) have their own new teacher cadres due to the high volume of new staff in those buildings. Christian County High School's new teacher group met twice monthly and provided "just-in-time" learning for new teachers. Led by the two district coaches assigned to the school, the cadre has grown in popularity this year and drew veteran teachers who wanted to learn about instructional techniques being shared in the sessions. In the summer of 2016, the District will provide an hourly stipend to new teachers for twelve hours of additional workarounds the district instructional model through the Chief Instructional Officer's staff.

A team of District Leadership conducts classroom observations using the ELEOT instrument and collects trend data compared to the baseline established by the Diagnostic Review team in 2013. Formal debriefing of individual classrooms will occur as well as next steps developed during and following KDE Monitoring Visits. The School Leadership team is involved in the debriefing. KDE staff has been invited to participate in the process. During the visit, the Principal walks the building with the Superintendent and also participates in dialogue with the Superintendent relative to PPGES.

The Principal meets with the Superintendent and Cabinet on a monthly basis to review progress, monitor and adjust plans to meet the needs of the school.

The Chief Instructional Officer and Principal regularly update the Board of Education on the progress of the Priority School initiatives.

The Deep Dive: The Deep Dive is a district-wide professional learning community (Curriculum Leadership Team) designed to provide time for district and school leadership, instructional coaches, and curriculum specialists to focus on the most critical levers in improving schools - building the knowledge and skills of educators. This professional learning community will meet monthly during the school day and in the summer. Support and expertise from KLN, KLA, and ISLN participants, along with KDE staff, will be utilized in implementing the 20/20 Vision Plan around the Kentucky Standards for Professional Learning. Deep Dive is aligned with the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Members of this PLC will participate in meaningful professional learning and collegial dialogue around using student performance data to guide refining current content maps to align with KCAS with embedded enduring skills, assessment literacy practices, and related resources. The Deep Dive professional learning community will deliberately focus on the connections among LDC/MDC, PGES, and the four pillars of the Innovation Configuration Map (KCAS, Assessment Literacy, Leadership and the CHETL) and prepare Deep Dive participants to facilitate PLCs at the building level and Content Academies outlined below. The CCPS Board of Education will be provided regular updates on the progress of the project by the Chief Instructional Officer through the Instructional Updates at Board meetings or workshops.

The district allocates an additional 23% of the base teacher allocation above the state guidelines for staffing. In addition, the District has allocated 3 additional teachers at CCHS for school improvement.

District Budget Narrative

Districts have the option of withholding funds for district level services to support the selected model in each identified SIG school. The application must contain complete budget information for each year of the grant cycle for the district. If a district chooses not to reserve funds for district level services, a line item budget must be submitted showing that no funds will be withheld.

If funds are reserved for district level activities, identify how the district intends to use the school improvement funds for each school(s) it will serve and explain how these expenditures correlate with the schools' intervention model to address the causes and contributing factors to low student achievement at each of the schools.

Funds are not being reserved for district level activities.

Identify the multiple state and federal funds to be coordinated with the intervention model and tell how they will be utilized to improve student achievement. (May include but are not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

Strategies to recruit, place, and retain staff: Title II funds are utilized in part to pay a portion of the salary of a Minority Teacher Recruiter position whose role is to recruit highly qualified teachers to CCHS as well as other district schools. Title II funds also pay a portion of the salaries of the IBC coaches who provide 'just-in-time' professional development that is critical in the retention of new teachers in the profession. IDEA-B funds are also utilized for a Special Education Teacher Consultant who provides targeted assistance to under-performing teachers.

Title II funds are utilized to provide portions of the IBC coaches who provide job-embedded professional development throughout the district. As specific needs arise, coaches are deployed to create, present, and then support the professional development needs of teachers. District Title I and IDEA-B funds are also utilized to support the professional development activities and materials needed to support effective teaching and assessment practices.

The Family Resource/Youth Service Centers funds are utilized to communicate and organize parent activities. Title I building contacts work in conjunction with the FRYSC to meet the Title I mandates of family engagement.

Fort Campbell also provides a Military and Family Life Counselor (MFLAC) that is shared between CCHS and Christian County Middle School. By working with the military, our school guidance counselors and social workers can provide much needed support to families who are struggling with the effects of extended and repeated deployments.

DoDEA grant funding has supplemented the salary of the district's social workers/school based therapists who work in conjunction with the MFLAC and school guidance counselors to provide appropriate mental health services to CCHS students.

The district provides four itinerant English Learner teachers to serve the Limited English Proficiency students of the district. Title III funds are used to provide professional development opportunities, translation services for schools and families, and accommodation materials for students.

Identify the services, personnel and financial supports the district will provide and tell how they align to the school(s') intervention model.

The district will provide the necessary support to Christian County High School so that it may fully implement the required activities of the school improvement model.

The Superintendent will oversee the work of the school improvement model. Under her guidance, the Chief Operations Officer, Chief Instructional Officer, and Chief Administrative Officer will direct the day-to-day activities of the district staff involved and work directly with the school principal and school recovery staff.

The Chief Operations Officer will support CCHS by providing advisory on school safety, buildings, grounds, nurses, school resource officers, food service, technology and financial responsibilities. The Chief Operations Officer and his staff will be able to provide guidance on the operational flexibility of the transformation model.

The Chief Administrative Officer will support CCHS by providing advisory on pupil personnel, human resources, observation, evaluation, PBIS, and discipline. The Chief Administrative Officer and her staff will be able to provide guidance on the steps to increase teacher and school leader effectiveness.

The Chief Instructional Officer will support CCHS by providing advisory on core academics, Response to Intervention, planning and accountability, continuous improvement, and special education. The Chief Administrative Officer and her staff will be able to provide guidance on comprehensive instructional reforms.

Transformation Model - Permissible Activities

Districts are not required to address “permissible activities”. However, if a district does include permissible activities it may do so in the spaces below.

Identify the district pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

Not Applicable

Year 1 Budget

Please Note: You may only type in the gray areas.

District **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$

MUNIS Code	Description of Activity	Amount Requested
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$

MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$0.00

Year 2 Budget

Please Note: You may only type in the gray areas.

District **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221		\$
222		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$

MUNIS Code	Description of Activity	Amount Requested
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
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457		\$
459		\$
511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$

MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$0.00

Year 3 Budget

Please Note: You may only type in the gray areas.

District **Christian County**

MUNIS Code	Description of Activity	Amount Requested
110		\$
111		\$
112		\$
113		\$
120		\$
130		\$
131		\$
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
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219		\$
220		\$
221		\$
222		\$
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260		\$
270		\$
291		\$
292		\$
293		\$
294		\$

MUNIS Code	Description of Activity	Amount Requested
295		\$
296		\$
297		\$
321		\$
322		\$
335		\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
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511		\$
512		\$
513		\$
514		\$
519		\$
521		\$
525		\$
526		\$
531		\$
541		\$
542		\$
552		\$
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$

MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616		\$
617		\$
626		\$
627		\$
629		\$
631		\$
639		\$
641		\$
642		\$
643		\$
644		\$
645		\$
646		\$
647		\$
649		\$
650		\$
669		\$
734		\$
735		\$
739		\$
810		\$
894		\$
Total Amount Requested		\$0.00

School Application

District Christian County
School Christian County High School

Please Note: You may only type in the gray areas.

Commitment To Serve

Identify the school-level literacy and math data from the most recent state assessment and describe what it reveals about student achievement. Include specific information regarding achievement gaps.

CCHS has seen improvement since identified as a Priority School. Their 2013-14 percentile rank has risen to 56, which is in the top half of high schools. However, CCHS remains a Needs Improvement School. The percentage of students who are College and Career Ready has risen 31.5 points in the last three years. The graduation rate is at 92.1%.

The 2013-14 Kentucky School Report Card indicates that Christian County Public School (CCHS) is identified as a priority school with a classification of Needs Improvement. CCHS did exceed its Annual Measurable Objective (AMO) goal of 67.2 with an overall score of 68.7, met the participation rate goal, but did not meet the graduation rate goal.

When the School Improvement Team examined the most recent available School Report Card data, it revealed that CCHS students are performing lower overall than the state in reading in all reportable subgroup areas. While CCHS met AMO, the school has significantly higher numbers of students Novice and Apprentice in reading than the state and is significantly lower in proficient and distinguished. (See Figure 1)

FIGURE 1

	READING PERFORMANCE LEVEL					
	Percent Novice		Percent Apprentice		Percent Proficient/Distinguished	
	School	State	School	State	School	State
MALE	57.3	39.8	12.9	11.4	29.8	48.8
FEMALE	41.4	27.0	11.7	10.8	46.9	62.2
WHITE(non-hispanic)	41.2	30.4	11.0	10.9	47.8	58.7
African American	64.0	54.2	13.6	12.6	22.4	33.1
F/R	49.9	13.1	11.3	27.8	38.8	49.9
Non-Duplicated	56.7	45.1	12.5	12.6	30.8	42.3

When reviewing the most recent available School Report Card data related to math performance, CCHS had a higher percentage of Novice students reporting in each of the subgroup categories for Novice than did the State. CCHS had a lower percentage of Apprentice students reporting in nearly every subgroup category than did the state with the exception of the African American subgroup. While CCHS reported a higher percentage in math performance for the Proficient level than did the state in all subgroups, CCHS was lower

than the state average in all subgroups in the area of Distinguished with the exception of the White (non-Hispanic) subgroup.

FIGURE 2

	MATH PERFORMANCE LEVEL							
	Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished	
	School	State	School	State	School	State	School	State
MALE	25.4	26.4	33.9	37.3	33.9	25.9	6.8	10.4
FEMALE	15.1	22.0	37.8	38.4	37.8	30.0	9.2	9.6
WHITE(non-hispanic)	19.9	22.7	28.4	37.6	40.4	29.1	11.3	10.7
African American	20.7	37.4	47.6	40.3	30.5	19.2	1.2	3.1
Non-Duplicated	22.8	32.5	39.5	40.2	33.5	22.4	4.2	4.9

Analysis of Assessment Results

Over the last three years the achievement gap in all content areas except writing and language has decreased. The gap in math has decreased by 4.5 percentage points while the gap in science has closed by 6.3 percentage points. However, current gaps range from 13 points to 29 points in the number of gap students who are proficient compared to all students.

FIGURE 3

Year	NxGL					Prog Rev	AMO	CCR	Grad Rate
	A	Ga	Gro	CCR	GRa				
2011-12	53.0	30.1	55.9	39.7	❖ 78.9	xxxxxx	51.1/No	39.7	78.9
2012-13	48.4	24.7	57.9	60.9	88.9	22.9	66.2/Yes	52.7	88.9
2013-14	50.6	29.6	46.9	71.2	92.1	23.0	67.7/Yes	71.2	92.1

❖ = AFGR

When looking at the three year achievement trends for academic areas (figure 4), several observations can be noted. Reading performance has decreased in the areas of Proficient and Distinguished for the past three years. Math performance demonstrated a significant decline between from SY 2011-2012 to 2012-2013 in the areas of Proficient and Distinguished. Math performance improved in the area of Proficient and Distinguished in SY 2013-14, but did not reach the previous performance level of SY 2011-2012. Science Proficient and Distinguished scores improved from SY 2011-2012 to SY 2012-2013, but fell below SY 2011 performance levels in SY 2013-2014. Social Studies Proficient and Distinguished scores improved over the last three years. Writing and Language Mechanics scores increased during SY 2011-2012 and SY 2012-2013 but fell slightly during SY 2013-2014.

FIGURE 4

Achievement -- P & D %			
	2011-12	2012-13	2013-14
Reading	49.2	44.8	44.2

Math	72.6	49.5	61.1
Science	44.8	45.4	42.6
Social Studies	38.6	39.7	44.9
Writing	60.1	61.9	61.0
Language	60.2	64.1	57.3

Achievement in reading for the percentage of students scoring Proficient and Distinguished has declined for the past three school years (Figure 4).

When examining student performance by content area for the past three years, in the area of reading there has been an increase in the percentage of students performing at the Novice level since the SY 2011-2012 school year in the African American, Free/Reduced Lunch, and Disability subgroups. Student performance in the area of math performance for the subgroups of African American and Free/Reduced lunch have both shown an increase in the percentage of students performing in the Novice category. The Disability subgroup demonstrated an increase in the percentage of students in the Novice category during the 2012-13 school but decreased the Novice percentage in math in the SY 2013 below the SY 2011 percentage. (Figure 6)

FIGURE 6

Gap Student Performance by Sub-Group									
Content Area	African-American			Free/Reduced Lunch			Disability		
	2011-12	2012-13/Gap	2013-14/Gap	2011-12	2012-13/Gap	2013-14/Gap	2011-12	2012-13/Gap	2013-14/Gap
Reading % P&D	25.2	23.4/14.9	22.5/21.7	33.0	29.8/11.5	30.8/13.4	8.0	5.0/33.3	16.1/28.1
% Novice	58.8	64.1	63.4	51.8	57.3	55.4	72.0	90.8	78.4
Math % P&D	46.2	12.7/14.4	32.9/28.2	47.9	24.7/6	28.6/32.5	16.7	0.0/27.1	30.0/31.1
% Novice	9.6	38.0	21.2	14.6	32.5	23.8	41.7	53.6	40.0
Science % P&D	7.3	14.2/5.4	8.5/34.1	14.1	12.4/7.2	18.1/24.5	13.0	20.7/+9	10.8/31.8
% Novice	48.4	55.2	52.3	37.9	34.7	43.0	69.6	55.2	73.0
Social Studies % P&D	11.7	18.9/10.9	27.3/33.7	19.4	21.0/8.8	28.5/16.4	6.5	17.6/12.2	11.9/33.0
% Novice	62.2	53.8	58.8	56.0	51.8	51.8	61.3	61.9	61.9
Writing % P&D	27.6	29.9/5.9	28.6/32.4	32.9	27.3/8.5	20.0/41.0	6.9	9.6/26.2	12.7/37.4
% Novice	26.7	18.7	18.7	21.7	19.0	19.0	51.7	43.6	23.6

Significant numbers of gap students performed in the Novice category for Science during the past three years. While the percentage fluctuates between school years, the African American subgroup has nearly 50% of students performing in the Novice category over the last three years; approximately 38% of the Free/Reduced Lunch subgroup performed at the Novice category for the past three years and for the past three years and the number of students in the Disability subgroup are higher than all other subgroups. (Figure 6)

Social Studies performance over the past three years showed a consistently large percentage of students in the African American, Free/Reduced Lunch, and Disabilities subgroups performing in the Novice category. (Figure 6)

Writing has shown a decline in the percentage of students from the SY 2011-2012 for all three above mentioned subgroups, however the decline is less marked for the Disabilities subgroup of students. (Figure 6)

FIGURE 7

Growth			
	2011-12	2012-13	2013-14
Reading	57.5	54.8	51.2
Math	54.2	60.9	42.5
Combined	55.9	57.9	46.9

As indicated in the chart above, the trend for growth for reading math has declined from SY 2011-2012 through SY 2013-2014. Growth in Math did go up during the SY 12-13 to 60.9, but fell to 42.5 the following school year. (Figure 7)

The School Improvement Team reviewed the last three years of End of Course data. English 2 scores have remained flat with 40.3% of students deemed Proficient and Distinguished for the past two years. This is a decrease from the SY 2011-2012 school year. Algebra 2 scores declined sharply in the SY 2012-2013; significant gains were made in the SY 2013-14, however not to the level of the SY 2011-2012. Biology Proficient and Distinguished scores have remained low for the last three years. U.S. History Proficient and Distinguished scores have shown an increase each year for the past three years. (Figure 8)

FIGURE 8

EOC % P & D			
	2011-12	2012-13	2013-14
English 2	42.7	40.3	40.3
Algebra 2	56.9	29.3	50.7
Biology	22.2	19.9	23.8
US History	26.5	32.3	37.3

When comparing CCHS average ACT scores against those of the state, CCHS falls behind the state average in English, Mathematics, Reading, Science, and Social Studies for the past five years. While there had been slight trend gains most years in the average score, there was an overall decrease in the average score from SY 2013 to SY 2014 of -0.7 in English, -.07 in Mathematics, -0.5 in Reading, -0.5 in Science, and a -0.6 in the overall Composite score while the state continued to make gains in average scores. This trend is disturbing for many reasons. CCHS was already behind the state average and is continuing to fall further behind. As a school located on the Tennessee-Kentucky border and serving Fort Campbell families, this score becomes one of the decision makers when families decide on which side of the state line they choose to live. (Figure 9)

FIGURE 9

	Average ACT Scores				
	English	Mathematics	Reading	Science	Composite

Year	CCHS	State	CCHS	State	CCHS	State	CCHS	State	CCHS	State
2010	16.4	17.8	17.2	18.3	18	18.9	17.3	18.7	17.4	18.5
2011	16.2	18	17.1	18.5	17.2	19	17.4	19	17.1	18.8
2012	16.1	18.4	17.5	18.8	17.2	19	17.5	19.1	17.2	19
2013	17.6	18.4	18	18.9	18.6	19.4	18.4	19.5	18.3	19.2
2014	16.9	18.7	17.3	19.2	18.1	19.6	18.1	19.6	17.7	19.4
Change from 2013	-0.7	0.3	-0.7	0.3	-0.5	0.2	-0.3	0.1	-0.6	0.2

College Readiness Benchmarks

When reviewing the five year trend data for the percentage of students who met college readiness benchmarks, the following are apparent: CCHS has fallen behind the state average in English, Math, Reading, and Science for the past five years. While there have been some gains in the past five years, CCHS has not met or exceeded the average state percentage of students who met college readiness benchmarks. The latest data from SY 2014 indicate that CCHS has lost further ground in each area. (Figure 10)

FIGURE 10

Five Year Trends - Percent of Students Who Met College Readiness Benchmarks										
Year	Percent Who Met Benchmarks									
	English		Mathematics		Reading		Science		Met All Four	
	CCHS	State	CCHS	State	CCHS	State	CCHS	State	CCHS	State
2010	43	49	14	21	29	35	7	15	5	11
2011	36	50	12	24	20	35	6	16	4	11
2012	38	52	16	26	23	38	9	18	6	14
2013	52	54	20	27	33	40	11	18	8	14
2014	47	56	14	29	24	33	16	29	6	17
Change from 2013	-5	2	-6	2	-9	-7	5	11	-2	3

CCR Data and Narrative

Based on 2014 year end data, approximately 55% of students were **college ready**. Attempts were made to increase the number of college ready students to 60% by May, 2015 through early identification of struggling seniors, increasing the intensity of interventions, and using benchmark assessments to determine readiness of students to be assessed again for college readiness.

Based on 2014 year end data, 9% of students were **career ready**. Attempts were made to increase to 20% the number of career ready students by May, 2015 through improving counseling and advising efforts to

inform students of CTE Career Pathway opportunities and by improving effectiveness in counseling students to attempt a CTE completer path.

Based on 2014 year end data, approximately 37% of students were **college AND career ready**. These students earned an additional .5 point toward the CCR rating for the school. With bonus, the school had a CCR rate of 77.6%.

Estimated actual CCR rate for 2015 year end data is 62% (Including bonus), which is a drop of over 15 points. Estimated **College Ready** students fell to 41%. Estimated **Career Ready** students remained around 9%, with 24% being Estimated **College AND Career Ready**. 2014-15 official data is not available at this time.

2015-16 CCR Rate Improvement Strategies

Christian County High School has set a goal of 90% of seniors graduating **College and Career Ready** in 2015-16 as measured by the ACT, COMPASS, ASVAB, KYOTE, KOSSA Certification and other job readiness certifications. This will be accomplished through early identification of struggling seniors, increasing the intensity of interventions, and using benchmark assessments to determine readiness of students to be assessed again for college readiness. Strategies include:

- Hiring a CCR Coach to track students and data, coach CCR Transition teachers, and coach students to become college and career ready.
- Continuing to build teacher knowledge of learning required of students on CCR assessments.
- Increasing instructional rigor throughout the school to raise student achievement through curriculum alignment and implementation of strategies for student engagement. This work will be accomplished through highly effective PLC teams under the leadership of the school principal.
- Developing a stronger collaborative structure between the CCR Coach and CTE staff in an effort to get more students to career ready status.
- Collaborating more closely with CTE staff housed at Gateway Academy to Innovation and Technology
- Continuing to educate CTE teachers in our building on the standards.
- Identifying struggling seniors early and increasing the intensity of interventions
- Using benchmark assessments monthly to determine readiness of students in CCR intervention to be assessed again for college readiness.

PLAN TREND

FIGURE 11

	2012			2013			2014		
	CCHS	KY	National	CCHS	KY	National	CCHS	KY	National
English	15.9	16.6	16.2	15	16.5	16.2	15.0	16.1	16.2
Math	16	17.1	17.6	15.7	16.9	17.6	15.1	17.1	17.6
Reading	16.1	16.8	16.7	15.3	16.7	16.7	14.6	16.5	16.7
Science	17.4	18.1	17.8	15.8	18.1	17.8	16.3	17.9	17.8
Composite	16.5	17.3	17.2	15.8	17.2	17.2	15.4	17.1	17.2

Much work remains in the accountability areas of Achievement, Growth and Gap. Achievement scores have not keep pace with CCR and Graduation Rate. EOC, PLAN and ACT scores have been up and down over the last three years. Academic Growth in math and reading has decreased. Over the last three years the achievement gap in all content areas except writing and language has decreased. Data to support instructional and CCR efforts is thoroughly analyzed each year and clearly communicated in several venues. Longitudinal data is receiving more emphasis to assist in making continuous improvement.

Effective instructional practice across all classrooms is the most pressing opportunity for improvement at CCHS. Student performance data shows declines in some content areas and inconsistent results longitudinally over the last three years. A high teacher turnover rate has led to inconsistency of instructional practice across the school. The added staff motto question, "To What Degree" is the touchpoint for intensified efforts to improve instructional effectiveness efforts. Teachers feel a need for more consistency in grading and reporting. Teachers also express that they believe PLCs, Focused Planning, and Small Group PD are offering opportunities to learn how to become a more effective teacher. Systems are being implemented to provide continuous improvement in teaching and learning. Through data analysis, the principal is conveying to teachers that the ultimate success of CCHS lies in the academic measures of the accountability system

Identify the school-level non-cognitive data and explain how these factors affect student achievement. Non-cognitive data must include attendance, behavior referrals, suspension, and retention rates. Address dropout and graduation rates, if applicable.

Christian County is a large, diverse geographic area and is home to Fort Campbell, Kentucky. According to the US Census Bureau, Christian County is home to 74,250 residents. The median income in Christian County is \$38,904 which is below the state median household income of \$43,036. This contributes to the high number of free and reduced lunch students at CCHS. In Eric Jensen's 2009 book titled *Teaching with Poverty in Mind*, he draws from research to demonstrate how exposure to poverty can result in detrimental changes to the brain and how the brain's very ability to adapt from experience can mean that children from poverty can also experience emotional, social, and academic success.

High transition rates also affect CCHS. While many students live within walking distance, others will ride a bus some twenty to twenty-five miles away near the Fort Campbell area to attend school at CCHS. Fort Campbell, Kentucky, United States Army installation, is an integral part of the Christian County community. This and poverty both contribute to the high rates of mobility of Christian County students.

Christian County High School is located Christian County, Kentucky and has operated on its original site for over forty years. The school is literally located next to Hopkinsville Community College, and as result, several of our students take dual credit courses and commute between the two campuses. Christian County High School is comprised of approximately 1,300 students. The student body is collectively made up of approximately 60% Caucasian students with close to 40% African American students. In addition, there is a very small percentage of Latino/Hispanic American and Asian students. The student body at CCHS is made up, almost exclusively, from two nearby middle schools, one of which closed at the end of the 2014-2015 school year. A very small number of students attended one other district middle school as well as two private schools within the county one private school in the county. Approximately, seventy percent of the students at CCHS qualify for free or reduced lunch.

This school year marks the first year in over twenty-two years that the district has rezoned the school district. While there are immediate changes in many of the elementary schools many of the high school students will have the option to remain in their current high school until the completion of their high school career. So while students are "zoned" for either one of two high schools, with the current rezoning and prior school of choice which has existed in the past, Christian County High School students come from all parts of the city of Hopkinsville as well as large parts of the county.

According to a 2012 report by John Hopkins University *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*, students generally miss school for a variety of reasons, but by and large they fall into three broad categories. 1) Circumstances or obligations compel them to be somewhere else during the school day. 2) Some students are actively avoiding interactions or events in school, or on the way to or from school, or 3) Some students (or their parent/guardians) decide they would prefer to be elsewhere or they do not make the effort required to go to school.

When looking at the 2012-2013 attendance data based on the percentage of total membership for CCHS from the school report card indicates that it lagged behind the district (95.4%) and was slightly higher than the state (94.6) at 94.7%. Digging back into the data for to 2011-2012 and 2010-2011 reveals the same pattern where CCHS lags behind the district and the state in attendance.

FIGURE 12

ATTENDANCE	CCHS	DISTRICT	STATE
2012-2013	94.7	95.4	94.6
2011-2012	93.9	94.9	94.8
2010-2011	93.1	94.8	94.6

When looking at the most recent student attendance data, Senior attendance dropped 4% in the last quarter of SY 14-15 school year. Freshman, Sophomore, and Junior attendance dropped by 1%. While the data does not give a clear reason why student attendance is dropping, there are some root causes that could be contributing factors. In prior administrations, there was the flexibility to trade a certified guidance counselor position for an additional administrator. When looking at the data, this may have led to a decrease in monitoring and intervention of students due to available manpower. It was also a finding in the most recent diagnostic review that it was imperative to create a formal structure to ensure that each student is well known by at least one adult to support that student's educational experience. Evidence indicates that less than five percent of students have access to an advocate through the teacher initiated program "Me My Mentor" or other structured, voluntary school programs. (Community Achievement Gap Mentor Program) (Figure 13)

FIGURE 13

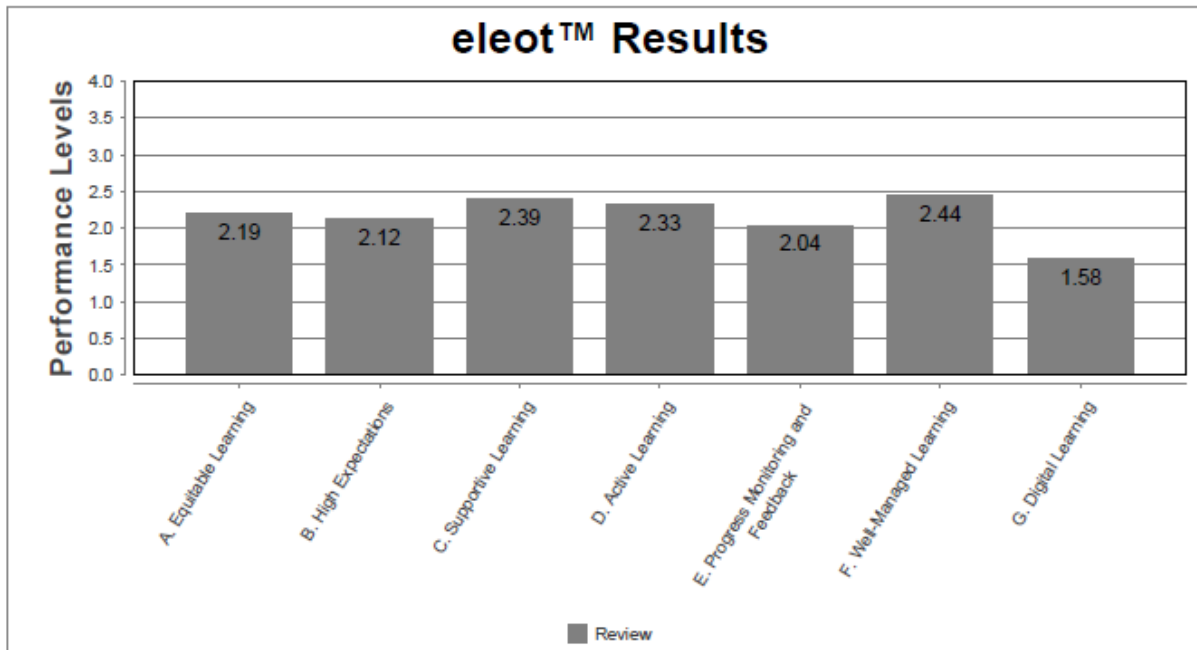
Student Attendance	June 2014 Baseline		October		December		March		June	
	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present	Class Count	Percent Present
	334	94.91	359	95.85	352	95	339	94.29	336	93.37

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

Freshman Class 9th Grade										
Sophomore Class 10th Grade	328	93.61	344	94.63	338	93.59	339	93.34	336	92.34
Junior Class 11th Grade	288	92.59	301	95.25	291	94.21	271	93.15	270	92.23
Senior Class 12th Grade	253	90.6	260	95.26	260	93.1	267	91.71	262	87.5
Total Student Attendance	1209	93.10%	1264	95.27	1241	94.05	1222	93.21	1210	91.65
	Count	Percent Present	Count	Percent Present	Count	Percent Present	Count	Percent Present	Count	Percent Present
Teacher Attendance	64	96%	70	August 97%	74	95	74	95	74	97

Walkthroughs using the Effective Learning Environments Observation Tool (eleot™) instrument occur by school administration and district staff throughout the course of the year. The Diagnostic Review Team measured the extent to which learners are in an environment that is equitable, supportive, and well-managed. Scores from the diagnostic review ranged from 2.44 on a 4 point scale for the Well-Managed Learning Environment to a rating of 1.58 on a 4 point scale for the Digital Learning Environment. According to the rating scale: 4=very evident; 3=evident; 2=somewhat evident; and 1=not observed. Lack of student engagement may play into a student or parent's decision in not making the required effort necessary to attend school. (Figure 13)

FIGURE 14



The most recent available data from the School Report card also indicates that the Retention rate was 5.6% which is higher than both the district (2.5%) and the state (2.1%). The dropout rate was lower for CCHS than both the district (2.4%) and state (1.7%) at 0.9%. Based on tracking of internal data for the past school year, it is projected that the graduation rate will be down 3.5 points and the dropout rate is projected to increase significantly. However, official data is not available at this time. (Figure 14)

FIGURE 15

High School Graduation Rate					High School Drop Out Rate						
Report in Percentages											
Baseline 2014		2015		2016		Baseline 2014		2015		2016	
Actual	Goal	Actual	Goal	Actual	Actual	Actual	Goal	Actual	Goal	Actual	Actual
92.00%	92.00%	*88.5%	*2015 official data NA at this time			7.20%	4.80%	*9%	*2015 official data NA at this time		

FIGURE 16

RETENTION	CCHS	STATE
2012-2013	5.6	2.1
2011-2012	9.3	2.3
2010-2011	8.3	2.3

FIGURE 17

DROPOUT	CCHS	STATE
2012-2013	.9	1.7
2011-2012	1.4	1.7
2010-2011	1.6	1.6

Christian County High School's retention rate has been higher than the state for the past three years. (Figure 16). The dropout rate has been lower than the state for the past two years. This is due in part to the partnership between the high school and the Twenty-First Century Academy which provides a non-traditional, voluntary alternative pathway to graduation. (Figure 17)

Behavior

The district implements Positive Behavior Intervention and Supports. The implementation correlates directly with The Code of Acceptable Behavior. The district provided training to all schools throughout the district as there had been changes in leadership and personnel in the last several years since the last district wide training. Despite this, PBIS was not implemented at CCHS with fidelity. The past leadership at CCHS did an insufficient job of implementing it in the school in the first semester and The Code of Acceptable Behavior was not consistently followed. Teachers, students and administrators were confused and frustrated. With more district support in January, a PBIS restart was implemented. Students had already settled into patterns. While there were some improvements, students did not respond as well as expected. Teachers did more clearly understand the expectations to which they were to hold students; however, data indicates this may have resulted in more referrals. Additionally, the principal resigned in January, resulting in the appointment of an interim principal. This led to a feeling of a deficit in leadership which negatively student behavior. In reviewing the data from last year, the in-school suspension rate was lower than the previous year by over 50% while the suspension rate rose by 40%. The total number of referrals for 2014-15 was 2021. Additionally, there were 200+ discipline referrals at the end of the year that were not processed. (Figure 15)

FIGURE 18

ICE/August-End of School Year 2014						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
67	207	80	135	14	11	514
ICE/August-End of School Year 2015						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
60	68	54	21	4	8	215

Suspension/August-End of School Year 2014						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
40	15	37	5	1	2	100
Suspension/August- End of School Year 2015						
AA/1	AA/+1	Cauc/1	Cauc/+1	Hispanic/Latino	Two or more races	Total Students:
68	31	30	8	1	3	141

In the 2011 administration of the Kentucky TELL survey, only 34 of the 105 certified teachers responded (32.38%) and was not enough to generate a report. During the 2013 and 2015 administration of the survey, there was a dramatic increase in the response rates of over 95% in both years.

When comparing the most recent TELL survey results to those in 2013 there are some positive things to note. There was an increase in teachers who felt strongly that class sizes are reasonable, that teachers have time to collaborate with colleagues, there were minimal interruptions, and that there was sufficient instructional time. (Figure 19)

FIGURE 19

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	2015	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	77.2%	65.4%
Teachers have time available to collaborate with colleagues.	86.1%	69.1%
Teachers are allowed to focus on educating students with minimal interruptions	65.8%	59.0%
The non-instructional time provided for teachers in my school is sufficient.	57.1%	58.2%
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	49.40%	83.5%
Teachers have sufficient instructional time to meet the needs of all students.	80.8%	67.5%
Teachers are protected from duties that interfere with their essential role of educating students.	61.5%	75.9%

There were areas where the survey indicated teachers did not feel as strongly as they had in 2013. There was a slight decrease in the percentage of teachers who strongly agreed with the statement that there was sufficient non-instructional time provided. There was also a decrease in teachers agreeing with the statement that they felt protected from duties that interfere with their essential role of educating students.

A more dramatic decrease is noted in a decline from 83.5% to 49.40% in the response to efforts made to minimize the amount of routine paperwork teachers are required to do.

Prior administration had not fully engaged the teaching staff in the Diagnostic Review process during the 2013 TELL survey administration. The teaching staff was more engaged in the Diagnostic Review process during the 2015 TELL survey administration. Many more monitoring systems had been put into place such as lesson plan submission, review, and feedback; grading requirement monitoring; learning targets monitoring that may have led to the decline in those responses.

In most areas related to facilities, teacher's ratings were higher than in 2013. The exceptions were in the area of access to instructional technology, access to office equipment, and the school environment being clean and well maintained. This summer the school was thoroughly cleaned and refreshed in many areas with new paint. The teacher workroom areas will be examined to determine if equipment needs to be replaced. (Figure 20)

FIGURE 20

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.	2015	2013
Teachers have sufficient access to appropriate instructional materials.	62.0%	N/A
Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	58.2%	63.9%
Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).	82.1%	N/A
Teachers have access to reliable communication technology, including phones, faxes and email.	93.7%	75.6%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	54.4%	62.7%
Teachers have sufficient access to a broad range of professional support personnel.	87.2%	76.8%
The school environment is clean and well maintained.	74.7%	81.7%
Teachers have adequate space to work productively.	89.7%	81.9%
The physical environment of classrooms in this school supports teaching and learning.	82.1%	78.3%
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	60.8%	55.4%

The remaining area of the TELL survey shows the most significant decline in all areas related to community support and involvement in the school. This information correlates with the stakeholder survey information from the AdvancEd Diagnostic Stakeholder Feedback Survey in 2014 where parents had a high level of neutral responses and indicated that they did not have enough information to make a determination. (Figure 21)

FIGURE 21

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.	2015	2013
Parents/guardians are influential decision makers in this school.	34.2%	55.6%
This school maintains clear, two-way communication with the community.	81.6%	85.9%
This school does a good job of encouraging parent/guardian involvement.	74.7%	88.6%
Teachers provide parents/guardians with useful information about student learning.	83.3%	93.9%
Parents/guardians know what is going on in this school.	57.7%	76.5%
Parents/guardians support teachers, contributing to their success with students.	34.6%	56.8%
Community members support teachers, contributing to their success with students.	67.1%	76.9%
The community we serve is supportive of this school.	52.6%	N/A

Based on the academic and non-cognitive data, identify the causes and contributing factors to low student achievement and performance gaps in literacy and math. Include an analysis of these factors that demonstrates the need for improvement.

There are many identified and contributing factors with academic and non-academic data that caused the lower achievement levels and significant performance gaps. Here are the major factors per the data, from observational data, and based on past experiences from the principals and leadership staff:

- Capacity of Staff (or lack thereof) as a result of staff turnover, inexperience, and lack of proper training and support is one of the most important and prevalent reasons for the lower academic data.
- Lack of congruent, rigorous, and relevant curriculum utilized by all certified teachers and supported by an instructional process to monitor outcomes (PLC plan). There has been no curriculum-standardized document utilized by the CCHS certified staff in the past 4 or 5 school years.
- Lack of qualified and long-term leadership staff that work with a comprehensive and continuous improvement plan. No intentional plan existed in the past nor did the leadership team have a forward thinking, long-term plan for academic performance and raising achievement levels.
- Support, development, and retention of the most qualified and effective certified teachers.
- Comprehensive and Data Driven Plan for School Wide Discipline based upon District Policies, PBIS, and doing what is best for all students at CCHS.
- Developing a school-wide purpose statement that is supported by school core values and belief statements
- Continuous Data Monitoring and adjusting instruction based upon data and prior academic benchmarks and assessments

Summarize the most recent Diagnostic Review results. Based on the results, identify the literacy and math resources and related supports that are needed based on the audit.

The March 2015 Diagnostic Review performed by the KDE determined the following:

- **Six Improvement Priorities were created.**
- Create a student advocacy system so every student has an adult who is trusted and will assist with problems.
- Develop a school purpose statement with stakeholders and communicate that statement.
- Develop belief statements with stakeholders and communicate those statements.
- Create and implement a research-based instructional process and strengthen PLCs.
- Develop a school-wide grading policy consistent across all content areas and grade levels.
- Track and use data in an effective process to guide continuous improvement.

Conclusions of Diagnostic Review

- Stakeholder interviews indicate that the teachers and staff genuinely care about their students and are concerned about the school's climate for learning as well as student performance. Interviews also suggest that the Leadership Team and most teachers strive to build positive, personal relationships with students and parents.
- Stakeholder interviews and surveys indicate that there is a clear distinction between the roles and responsibilities of the governing body and school administration.
- Isolated examples of effectiveness or "pockets of excellence" in teaching and classroom management were observed.
- Evidence suggests that teachers have begun to work collaboratively to review data, make informed instructional decisions, and plan improvement efforts.

- There is also evidence indicating that administrators have created an instructional monitoring process (e.g., walkthroughs, lesson plan reviews). However, the degree to which this process is being regularly or consistently implemented is not clear.
- Meeting agendas and minutes, survey data, interviews, and observations indicate that a Professional Learning Community framework has recently been established at the school. Teachers regularly participate in collaborative planning or a PLC process which is intended to improve instruction and teacher effectiveness.
- Artifacts and interviews reveal that the school has begun implementing a new teacher induction program called "You've Got Skills." This program is designed to support teachers new to the school during their first year.
- Interviews revealed that parents have opportunities to participate in after school meetings, celebrations, and other activities. While the school has made efforts to engage families in their children's education and keep them informed of their children's learning progress, interviews showed that parent meetings continue to be attended by a few consistently active parents. Furthermore, parent meetings tend to focus on the dissemination of information versus giving parents the opportunity to engage in decision-making related to the purpose and mission of the school.
- Many educational programs are well supported by resources designed to positively impact student achievement (e.g., iPads, laptop carts, Discovery Ed, Read 180, System 44, ALEKS), as well as data analysis resources such as GradeCam.
- School interviews, stakeholder surveys, and artifact reviews demonstrate that the school has taken initial steps to address findings from a school Safety Assessment conducted in October, 2014 by the Kentucky Center for School Safety.
- Although Christian County High School leadership and staff report improvements in the school culture over the last three years, evidence suggests that minimum improvements have occurred since the last Diagnostic Review conducted two years ago.
- The school's vision/mission statement, "Empowering Adults to Develop Students," was not known by all stakeholder groups and was interpreted differently by the various groups interviewed. Interviews did not reveal that stakeholder groups were aware or understood the school's stated values and beliefs related to teaching and learning.
- Stakeholder interviews and artifact review also indicated that the school's purpose statement does not reflect high expectations for student achievement and does not express a clear commitment to high expectations for all students. The existence of a statement of purpose and direction that serves to unite the faculty and school community in improving student success and school effectiveness is not apparent.
- Artifact review and interviews suggest the school's Advisory Council does not meet regularly and is not engaged in helping shape decisions on policy, practice, and improvement planning.
- No evidence was provided to indicate the existence of a transparent process to evaluate the effectiveness of improvement planning initiatives, such as through the Advisory Council. The extent to which the improvement planning process has been implemented through an inclusive and collaborative process is not apparent.
- While Christian County High School has been identified as a "full implementation" school for the Professional Growth and Effectiveness System (PGES), there is limited evidence that PGES is implemented with fidelity, as well as limited evidence that PGES is resulting in improved student achievement. Supervision, evaluation, and monitoring processes appear to be implemented for compliance purposes.

- There is limited evidence to suggest that the school's monitoring, supervision, and evaluation processes have favorably impacted student performance or instructional effectiveness.
- While the school collects student achievement data from a variety of sources, limited evidence was provided to indicate that data is organized, communicated, analyzed, and used to drive improvement (i.e., modify curriculum, instruction and assessment practices, improvement planning initiatives, school policies, etc.).
- Classroom observations, stakeholder interviews, stakeholder surveys, and a review of documentation do not indicate that the school has established effective, results-driven continuous improvement planning processes.
- While time has been allocated for planning and engaging in continuous improvement efforts, the school lacks systems by which to evaluate and document the effectiveness and impact of its continuous improvement efforts.

Literacy and Math resources needed

- Professional learning time outside the school day to complete the development of curriculum documents and lesson planning.
- Training for staff on *High Impact Instruction*
- Training for staff on using strategies from the *Literacy Design Collaborative* and the *Math Design Collaborative*.
- A Curriculum Coach to oversee the curriculum and instructional work.
- A literacy coach and a math coach to work with teachers in classrooms on increasing student engagement.
- Technology hardware for student use and training for staff on engaging students through that technology.
- Math 180 software for struggling Algebra 1 students.
- A reward system for student behavior and achievement.

Describe the process used to select the Transformation Model to meet the improvement needs of the school.

The transformation model was recommended by the Leadership Audit Team during the initial school improvement phase in 2011. The school has continued to operate under the transformation model during the intervening years.

The other options were not feasible for Christian County High School. As a district with only two high schools, it would not have been practicable to close CCHS and enroll them in another school. Kentucky law did not provide for closing and re-opening as a charter school, and it was also not practicable to replace no more than 50% of the staff given the shortage in certain certification areas. The transformation model was chosen because it provided greater operational flexibility and support for the school through an implementation of rigorous staff evaluation, comprehensive instructional reform, a focus on increasing instructional time and community-oriented school strategies.

Transformation Model Required Activities

Please Note: You may only type in the gray areas.

Describe the process to replace the principal and select a new one. Documentation must be submitted verifying the hire date for the new principal.

Due to the resignation of the sitting principal in January, there was an interim principal serving at the time of the Diagnostic Review due to the lack of high quality applicants available mid-year. The diagnostic review was therefore unable to determine leadership capacity and there was no principal to remove. In March the position was posted.

The SBDM Council had been removed by the Commissioner of Education as part of the previous transformation process. The school has an Advisory Board and by-laws and is overseen by the district. The superintendent met with students, community members, faculty and staff, and Advisory Council to seek input during the selection process for the new principal.

The superintendent selected a new principal, Mr. Chris Bentzel, in April who had experience in the school improvement process. He had led his two previous schools from being low performing into proficiency.

Identify the ways the principal will have flexibility in school operations (e.g., staffing, calendars/time, and budgeting) throughout the implementation of this plan to substantially improve student achievement in literacy and math.

Under the District's Support Plan for Christian County High School, additional staffing has been provide to the school for this area. The District has provided an additional instructional coach with a background in literacy. This staff member was selected collaboratively by the Chief Instructional Officer and the School Principal. An additional teacher above general staffing allocations was provide for reading and freshman math intervention. As a new principal coming into the school for the 2015-16, the District worked collaboratively with the incoming principal to make determinations on staffing, including the non-retention of ineffective teachers. The Superintendent transferred, upon Principal request, certified teachers from core areas with demonstrated effectiveness using the Kentucky Teacher Professional Growth and Effectiveness System.

Christian County High School has flexibility in their base staffing allocation provided by the Christian County Board of Education. The Principal may choose to exchange two (2) allocated classified positions for (1) one certified position and vice versa. The District also allowed flexibility in the use of other school funds to fund a College and Career Readiness Coach for this year. The Principal has flexibility with the bell schedule in order to maximize instructional time and in the determination of eighteen (18) of the twenty-four (24) required professional development hours for all certified staff. Other flexibility provided in this area includes the District payment of stipends for reading and math teachers to work with KDE Content Specialists in developing a deeper understanding of content standards and pacing calendars over the summer. No limitation was placed on the number of teachers from the Priority School allowed to receive the stipends. The Principal has flexibility in selecting teachers to participate in LDC and MDC trainings. Social Studies and science teachers will be included in LDC training to provide additional training in embedded content appropriate literacy opportunities for students.

The principal will have the flexibility to establish a schedule that will include intervention reading and mathematics classes for struggling students. This year the principal is also providing an advisory period each day for students in an effort to engage students and promote social development, assist students in their academic programs, facilitate positive involvement among teachers, administrators and peers and also to provide adult advocacy and a positive climate in the school. The schedule will not be time bound in the sense that it will not require students to stay in the class for an entire year or semester.

The district supports the school's leadership by attending the school's Leadership Team meetings on a regular basis with a goal to facilitate communication between the school and district, maintain focus on student achievement outcomes, increase attendance, graduation, and reduction of behavior referrals.

Christian County High School also works collaboratively with two other district programs to provide CCHS students a wider variety of options. CCHS works collaboratively with the 21st Century Academy. The 21st Century Academy is a voluntary program for students who may need an alternative to a traditional high school setting in order to be successful. CCHS and the 21st Century Academy have worked together to successfully graduate students who might not have otherwise. Christian County High School also works collaboratively with the Gateway Academy to Innovation and Technology to provide students with additional Career Pathway options that are not available at the high school.

The principal also has the flexibility to establish how to schedule faculty meetings, small group meetings, focus planning meetings, and professional learning community meetings. At this time, the principal and his leadership team lead PLC meetings on Mondays during teacher planning times. Teachers participate in extended PLCs on Wednesday afternoons to continue the work they began on Monday. Faculty meetings and small group meetings are reserved for conducting more routine school business matters.

Describe how Kentucky's professional growth and effectiveness system will be used to offer a rigorous, transparent, and equitable evaluation system, resulting in necessary support structures for teachers and school leaders. Explain how each of the following components will be used in helping to assess the school staff's progress in meeting academic needs and goals:

Evaluation is a means of improving the educational productivity in the Christian County Public Schools. CCPS was part of the pilot for the Professional Growth and Effectiveness System (PGES) and has developed its current Certified Evaluation Plan by a 50/50 committee in accordance with board policy and state requirements.

The evaluation process is used to determine the effectiveness of an employees' performance, while providing encouragement and support for continued professional growth. The evaluation process shall include, but not be limited to: observations by a peer/evaluator, measures of student voice, a professional growth plan, self-reflection, student growth with both state (in grades 4-8 for reading and math) and local contributions, through various means of gathering information. Evaluation is a method by which the stakeholders of Christian County can be assured of measures of accountability and the growth of effectiveness of school employees. A common language and understanding of effective teaching is the foundation of this system. Kentucky has adopted the *Kentucky Framework for Teaching*, which is based on the work of Charlotte

Danielson. The framework includes the following indicators of effective teaching in four domains of practice: planning and preparation, classroom environment, instruction and professional responsibilities.

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain. The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning is an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- Self-Reflection is the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- Observations occur for tenured and non-tenured employees. Observations are comprised of the following types:

- Mini Observation is an observation conducted by a certified observer for 20-30 minutes in length
- Peer Observation - A peer observer must complete the state peer observation training. In addition to observing, a peer observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer observers do not score practice, nor is peer observation data shared with anyone other than the observee, unless permission is granted by the observee. All teachers and other professionals receive a peer observation in the summative year.
- Full observation is an observation conducted by a certified observer that is conducted for the length of a full class period or full lesson. A full observation must be announced.
- Student Voice is the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA). A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures. Student Growth Percentile where each student's rate of change compared to other students with a similar test score history. The overall student growth rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation. Student growth data along with other academic data is used to measure progress in meeting student academic needs. Teachers have access to GradeCam and will be able to regularly utilize formative assessment data as part of the PLC process to inform their instructional practices.

In the summative cycle, four observations must occur. The primary evaluator will conduct a minimum of three observations. The final observation must be a full observation in the final year of the summative cycle. A peer will conduct one observation, and this observation must occur in the final year of the summative cycle. This is the minimum requirement for observations of all teachers and other professionals. At the primary evaluator's discretion, additional observations may be required. Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year. Summative evaluations must be recorded in the state and district electronic platforms.

All components and other sources of evidence supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

The observation process is one source of evidence to determine educator effectiveness that includes primary evaluator and peer observation for each certified teacher and other professional. Both peer and primary

evaluator observations use the same instruments. The primary evaluator observation provides documentation and feedback to measure the effectiveness of professional practice. Only the primary evaluator's observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. The peer observer gives NO ratings. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection. All teachers and other professionals shall participate in self-reflection and professional growth planning each year. PGP shall serve as a source of evidence for the summative evaluation.

One Year Cycle Summative Observation Model for TPGES/OPGES				
Observer	Observation Type	Observation Time	Documentation	Observation Timeline
Primary Evaluator	1 st Mini OPGES Mini or Full	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence in electronic platform (EDS) <u>Step 2:</u> Print/sign/date/upload to district electronic Platform (EDS)	First Semester Annually
Peer	Mini OPGES Mini	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence in electronic platform (EDS) <u>Step 2:</u> Print/sign/date/share with evaluatee only <u>Step 3:</u> Peer observer notifies the observation and conferences are completed in electronic platform (EDS)	First Semester Annually
Primary Evaluator	2 nd Mini OPGES Mini or Full	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence in electronic platform (EDS) <u>Step 2:</u> Print/sign/date/upload to district electronic Platform (EDS)	Prior To Final Observation
Primary Evaluator	Full OPGES Mini or Full	Full Class/Lesson	<u>Step 1:</u> Record observation evidence in electronic platform (EDS) <u>Step 2:</u> Print/sign/date/upload to district electronic Platform (EDS)	Final Observation By April 15 th Annually
Primary Evaluator	N/A	N/A	<u>Step 1:</u> Use the <i>Summative Evaluation Document</i> on the state Platform (EDS) <u>Step 2:</u> At evaluatee's conference print/sign/date/ upload to state & district electronic platforms (EDS) <u>Step 3:</u> Provide copies for: <ul style="list-style-type: none"> • Evaluatee • Primary Evaluator's Records • District Director of Personnel 	By April 15 th Annually
<u>Late Hire & Reduced Observation Protocol:</u> Evaluatees who are hired after the first instructional day will still receive all observations, except for evaluatees who do not report to work for sixty (60) consecutive days. For evaluatees under the sixty (60) day provision, one full formative by the primary evaluator shall be conducted and a peer observation. Timelines may be adjusted in both situations.				

Kentucky Department of Education
Section 1003g LEA Application
Transformation Model

Three Year Cycle Summative Observation Model for TPGES/OPGES				
All Documentation will be housed in the district electronic platform (EDS)				
Observer	Observation Type	Observation Time	Documentation	Observation Timeline For Cycle Year(s)
Primary Evaluator	1 st Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Recommended by May 15 th 1 st Cycle Year
Primary Evaluator	2 nd Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Recommended by May 15 th 2 nd Cycle Year
Peer	Mini OPGES Full or Site Visit	Minimum 20 Minutes	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/share with evaluatee only <u>Step 3:</u> Peer observer notifies the primary evaluator that the observation and conference is completed	Summative/3 rd Year First Semester Required
Primary Evaluator	Full OPGES Full or Site Visit	Full Class/Lesson	<u>Step 1:</u> Record observation evidence <u>Step 2:</u> Print/sign/date/upload to district electronic platform	Final Observation Summative/3 rd Year by April 15 th
Primary Evaluator	N/A	N/A	<u>Step 1:</u> Use the <i>Summative Evaluation Document</i> on the state platform <u>Step 2:</u> At evaluatee's conference print/sign/date/upload to state & district electronic platforms <u>Step 3:</u> Provide copies for: <ul style="list-style-type: none"> • Evaluatee • Primary Evaluator's Records • District Director of Personnel 	Summative/ 3 rd Year by May 1st

High Schools principals must also choose one of the following ASSIST Goals and Objectives in the School Report Card for the state contribution of the principal's SGG(s): 1) Decreasing achievement gaps between disaggregated groups of students 2) Increasing the average combined reading and math scores on state accountability tests (EOC) 3) Increasing the percentage of College and Career Ready students 4) Increasing the average graduation rate.

Explain the process the school will use to identify and reward school leaders, teachers and other staff who have increased student achievement and high school graduation rates. How does this align with Kentucky's professional growth and effectiveness system?

The school leadership will identify highly successful teachers and other staff who have increased student achievement and high school graduation through walkthroughs, observations, and the use of data. The district employs Tyler Pulse which is a data management system. By utilizing the data management system, school leadership will be able to identify highly successful staff members by examining both cognitive and non-cognitive data. Student progress will be monitored through analysis of data collected from MAP (incoming 9th graders), PLAN, ACT, KOSSA, Discovery, End of Course exams, common assessments, student attendance, teacher attendance, and behavior referrals.

"The quality of employees will be directly proportional to the quality of life you maintain for them," is a quote from Charles E. Bryan and resonates with current educational research about building relationships with staff members and effecting positive change. Success needs to be acknowledged. Affirmation and recognition of teachers and staff can keep morale up and ultimately benefit student achievement. Rewards and acknowledgements may include, but would not be limited to the following:

- Recognition at faculty meetings
- Certificates
- Banners
- District e-Newsletter publication
- Press Releases
- Cards or notes
- Token recognition (classroom supplies)

Explain the procedures the school will use to remove school leaders, teachers and other staff who, after ample opportunities, as evidenced through Kentucky's professional growth and effectiveness system, have been provided for them to improve, have not done so.

The procedures for removing CCHS staff members who are ineffective will follow the PGES Model of Evaluation. First, if there is a situation that needs to be addressed by the Principal-it will be addressed in a timely manner and documented accordingly. The hope of the direct and intentional conversation is that the behavior or problem will immediately stop, if not the process will continue. The next step will be to hold a follow up meeting while issuing a local level of reprimand because the behavior/problem has continued. Observations, documentation, and follow-up meetings will continue until the problem is resolved. If necessary, the Administration team will follow the District's Evaluation Model for Corrective Actions and place the employee on a "Corrective Action Plan." The administration team will follow the guidelines and policies of the corrective action plan and will implement according to all requirements and timelines. School Officials will constantly and consistently communicate with district officials throughout the CAP and will ensure all steps and procedures are documented throughout the plan. The end state and final step will be to meet and brief the District Superintendent and recommend the employee be dismissed in accordance with District Personnel Policies, if the behavior or problem is not corrected through the implementation of the

plan and through specific, timely, and documented interventions. Throughout the CAP process the most important aspect of the removal procedures will be to consistently document the CAP and intervention plan of the teacher/staff member in question and constantly communicating the outcomes of the CAP with district officials.

Reduction in Salary and Responsibility

Salaries for teachers shall not be less than the preceding year unless such reduction is part of a uniform plan affecting all teachers in the entire District or unless there is a reduction of responsibilities.

Reduction of responsibility for teachers may be accompanied by a corresponding reduction in salary. Written notice that states the specific reason(s) for the reduction shall be furnished teachers no later than ninety (90) days before the first student attendance day of the school year or May 15, whichever occurs earlier.

Demotion

In accordance with statutory provisions, the demotion of certified personnel shall be made by the Superintendent, who at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

Termination/Nonrenewal/Separation by Employee

Termination and nonrenewal of contracts shall be the responsibility of the Superintendent who, at the first meeting following the actions, shall notify the Board of same. Such notification shall be recorded in the Board minutes. No personnel action shall be effective prior to receipt of written notice of the action by the affected employee from the Superintendent.

CODE OF ETHICS

Employees who violate provisions of the Professional Code of Ethics for Kentucky School Certified Personnel may be subject to disciplinary action, up to and including termination.

TERMINATION

No contract shall be terminated except upon notification of the Board by the Superintendent. Prior to notification of the Board, the Superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher.¹

Termination of contracts of certified personnel shall be made in compliance with the requirements of [KRS 161.790](#).

Personnel shall be discharged from service for legal cause, incompetence, cruelty, negligence, immorality, insubordination, or other sufficient cause set forth in state laws and regulations, and in the manner prescribed by law, or when in the opinion of the Superintendent, the interest of the school district requires said removal, in keeping with the law.

ALTERNATIVES TO TERMINATION

As an alternative to termination, the Superintendent, upon notifying the Board and providing written notification to the teacher, may impose sanctions in accordance with [KRS 161.790](#).

NONRENEWAL

The Principal/immediate supervisor shall provide the Superintendent with notice of recommended nonrenewals by March 15. Nonrenewal of limited contracts of certified personnel shall be made no later than May 15 in compliance with the requirements of [KRS 161.750](#).

SEPARATION BY EMPLOYEE

Certified employees seeking to resign or terminate contracts in force shall do so in compliance with [KRS 161.780](#).

REPORTING

The Superintendent shall comply with the reporting requirements of [KRS 161.120](#).

Describe job-embedded professional development, designed with staff input, that is aligned to the school's literacy and math improvement goals and curricula.

The most recent Diagnostic Review survey data indicates a discrepancy in perception between staff and students. Staff perceives that a high expectations environment exists at Christian County High School. For example, 94 percent of staff agree/strongly agree with the statement, "Our school's leaders expect staff members to hold all students to high academic standards." Seventy-eight percent of staff agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills." However, only 45 percent of students agree/strongly agree with the statement, "In my school, the principal and teachers have high expectations of me," and 59 percent of students agree/strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

Classroom observation data does not suggest that students are consistently exposed to learning environments which are appropriately challenging and rigorous. The High Expectations Learning Environment received an overall rating of 2.12 on a 4 point scale. Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 22 percent of classrooms.

The District has through the Curriculum Leadership Team meeting provided training at the district level. On April 23, 2013, district leadership, principals, and curriculum specialists generated common ideas around teaching, learning, and expectations. These were developed into the *CCPS Non-Negotiables for Teaching and Learning* and aligned to the domains of the *Framework for Teaching* (Danielson). Non-negotiables were shared with principals on July 26, 2013 and principals were allowed to add items specific to school needs to the list before sharing with teachers as part of Opening Day activities. District Non-Negotiables were revisited at the January and February 2014 Administrator Academies with the directive to all principals to review with staff. All schools included three of the Non-Negotiables in their school walkthroughs with monitoring data collected in the 30-60-90 format.

This began with learning targets posted, assessed, and congruent to instruction because that is the foundation piece of the work. Common language around instruction is being developed in Curriculum Leadership Team meetings. Two sessions were devoted to this in the fall of 2014. Two days of training for Jim Knight's *High Impact Instruction* occurred December 17-18, 2014 for all principals, coaches, and curriculum specialists. Two additional days for teacher leaders accompanied by their coaches and other school leaders (assistant principals, guidance counselors, etc.) were held January 27-28, 2015. CCHS sent a team of twelve (12) members to a June institute to plan for implementation of the model; seven of those members were

teacher leaders in the building and they delivered the training on August 7, 2015 which is supported in each PLC meeting.

Training in *Coaching Classroom Management* has been provided for all Instructional and Behavioral Coaches, Curriculum Specialists, and principals. A three-day institute was held February 12-14, 2014 with the principals and the Superintendent participating on the 13th for the leadership component. Tricia Skyles, a trainer with Safe and Civil Schools, provided the training. Instructional Behavioral Coaches developed plans for mini-lessons throughout the remainder of the year with one full day planned on a teacher contract day resulting from inclement weather calendar changes. Assistant Principals and core teams underwent training this summer to develop RtI Behavior Plans. Behavior Plans have been filed with Kim Stevenson, the District Discipline Administrator. Additional training for teacher leaders and guidance counselors was provided in October of 2014 and additional assistance was provided to CCHS.

The Professional Learning Community (PLC) process at CCHS had not been fully implemented. In 2014, school leaders and teachers received training on The PLC process through Solution Tree in a summer workshop and in a booster session in the fall. PLCs were not fully implemented until June of 2015. The current administration plans to have PLCs on Mondays during teacher planning times and then an additional PLC time after school on Wednesdays. Leadership sees PLCs as the vehicle to provide job-embedded professional development and the vehicle by which much of the work of school improvement will occur. Grant funds will be utilized to provide teacher stipends for the afterschool PLC work. Embedded professional development will focus on:

- High Impact Instruction
- Common/Formative assessments (utilizing GradeCam)
- PBIS
- Learning Targets
- Lesson Planning
- Student Engagement

CCHS has begun work in several areas under the umbrella of an intensified PLC process. Teachers of the same content/grade level classes meet weekly during their planning periods to improve instruction, assessment, and feedback to students. Additionally, in the spring semester last year PLC teams meet for two hours to work on pacing guides and units each month. The teams are following a protocol very similar to PDSA, except the district has substituted "Check" for "Study," because that is felt to be a more accurate word to describe the work of analyzing data. Administrators and ER staff meet with PLC teams in the library to assist and monitor. Each PLC has an administrator assigned to facilitate and assist. Teachers are required to turn in lesson plans for the week to administrators each Monday. Teachers are encouraged to plan their lessons together during PLC meetings. Administrators review the lesson plans and give feedback to teachers as soon as possible. Teachers are also beginning to create common assessments in their teams. The extended sessions to be held on Wednesday afternoons will allow teachers to delve deeper into the necessary work that must be done.

PLC teams are beginning to look at classroom data and making instructional adjustments based on that data. The district has non-negotiables for posting, discussing, and assessing learning targets daily. These non-negotiables have been included in the instructional walkthrough instrument that administrators and ER staff have committed to perform twice a month for each teacher.

Embedded instructional professional learning occurs monthly in small group meetings during planning periods. These small group meetings are in addition to PLC meetings. Improvement of instruction is addressed in large groups through PD days, Growth Days, the New Teacher Academy, and faculty meetings. Professional development topics for CCHS have included TPGES, High Impact Instruction, Effective Instruction, PBIS, and Professional Learning Communities.

Effective Instructional strategies are taught in small group meetings during planning periods once a month. Topics for small groups have included TPGES and the Danielson Framework, Student Growth Goals, formative assessment, understanding the walkthrough instrument, PBIS, learning targets, and Improvement Priorities. Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities.

Improvement of student engagement with effective instructional strategies is a major effort at CCHS. Much like effective teaching of students, professional learning is addressed using a three-pronged approach. Large group professional development, small group embedded professional development, and individualized assistance forms the three prongs of the work. Two days in July of 2014 and another day in November of 2014 were devoted to PLC training as part of an effort to use PLCs as the primary vehicle for improving the teaching/learning process at CCHS. Effective Instructional strategies are taught in small group meetings once a month during planning periods. Topics for small groups have included TPGES and the Danielson Framework, Student Growth Goals, formative assessment, understanding the walkthrough instrument, PBIS, learning targets, and Improvement Priorities. Planning period PLC meetings each week are opportunities to share effective instructional strategies between teachers of similar subjects/grade levels. PLC work includes cooperative planning, creating pacing guides, developing common assessments, looking at assessment data, and making instructional changes based on the data.

Teachers receive individualized assistance through Focused Planning, walkthrough feedback, lesson plan feedback, and TPGES conferences. Administrators are emphasizing effective instruction and classroom management through each of these activities. Each teacher meets with an administrator or a member of the ER staff once each month to discuss strategies to increase student engagement. Some teachers who have been identified as struggling with classroom management or engagement meet twice or more monthly for more intensive planning assistance. A protocol document paralleling the lesson plan template is used to guide the Focused Planning work. Feedback on the walkthroughs is emailed to the teachers upon completion of the walkthrough, and more detailed feedback can occur as part of Focused Planning. Weekly lesson plans are collected each Monday, and administrators provide written feedback on plans that emphasizes engagement. With its emphasis on instruction and classroom environment, the TPGES observation and conference framework is a very important tool for improving instruction. Administrators follow the district evaluation plan and have developed their own timeline for completing teacher evaluation activities in a timely manner.

CCHS recognizes the need for intervention in math and literacy. READ 180 and System 44 have been implemented at the freshmen/sophomore level to provide students who are more than two years behind grade level in reading. The district screens exiting 8th graders with the Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI). This data is provided to CCHS and appropriate schedules are developed to allow students to continue with their reading interventions in high school or to begin them if necessary. A teacher is dedicated to reading intervention at the freshmen/sophomore level. The district has also screened exiting 8th graders with the Scholastic Math Inventory (SMI) and provided that information to the high school.

Last year, CCHS utilized ALEKS as a math intervention for freshmen students with a teacher dedicated to freshmen math intervention. After reviewing the results of that intervention, ALEKS may be better utilized at the Senior College and Career Ready level and Math 180 implemented at the freshmen level.

CCHS will partner with Math Solutions to provide specific math professional development that focuses formative assessment to impact student learning, KCAS Standards with High School Algebra and Function, and high school geometry. These strategies and tools will help teachers assist students to improve their math academic achievement. CCHS will continue to partner with READ 180/SYSTEM 44 to continue to provide reading intervention to students so that they may be successful in literacy. Grant funds will provide necessary training and provide substitutes which will allow teachers to attend the necessary trainings.

CCHS will also partner with Western Kentucky Special Education Cooperative (WKSEC) in co-teaching and classroom management strategies. As indicated by the data, many of students with disabilities are not making the academic gains to meet delivery targets. Grant funds will provide necessary training and provide substitutes which will allow teachers to attend the necessary trainings.

While the groundwork has been laid, but there is still much work to be done in building teacher capacity. Much of this work began in January of 2015 and has not been fully embedded into the instructional culture of the school. Student performance data does not indicate that CCHS has successfully embedded instructional strategies across all grade levels and content areas. When reviewing the data, there have been some successes in improving Algebra II performance, but there has been limited improvement in English II and Biology. It will be of vital importance to provide professional learning opportunities to teachers both through job-embedded training and training for specific needs.

Identify and describe the strategies (i.e., financial incentives, opportunities for promotion, flexible working conditions) that are designed to recruit, place and retain effective staff.

Our district personnel attended some college recruiting fairs in hopes of attracting new teacher to Christian County. CCHS administrators and/or teachers are invited to attend recruiting fairs to advocate and promote CCHS. For the last two years, a local recruitment fair has been hosted in Christian County. Specific areas of certification were targeted and regional and local colleges were contacted. The current plan is being created refined to include a recruitment video for CCHS.

Last year, a new teacher academy was created at CCHS and will be continued. The new teacher academy was held monthly to encourage our teachers through instructional best practices and support. Each new teacher will either have the support through the K-TIP process or be assigned a mentor if they are new to our staff. In addition, CCHS hold an in-house new teacher training, and the district hosts a new teacher academy that new teachers also attend. CCHS needs to reduce turnover and retain an effective staff because at the end of SY 14-15 the school had to replace 35 teachers. Retention will occur through the coaching process which is tied to the PGES. Teachers will be offered coaching suggestions that will enable them to be more successful in the classroom.

Describe the research based literacy and math programs to be implemented. Describe how they are vertically aligned by grade level and state academic standards to address the previously identified causes and contributing factors to low student achievement.

In the summer of the 2015, high school core curriculum was aligned and paced across the district. In this process, all standards were evaluated and vertically aligned across course sequences in English Language

Arts, Math, Science and Social Studies and standards were identified as Focus or Supporting throughout the vertical articulation. Within the pacing and curriculum documents, learning targets were identified and assessment strategies identified. For mathematics, the 8th grade Algebra I teacher was included to align 8th grade Algebra I to the sequence while ensuring 8th grade content is also met.

Christian County High School teachers will be participating in the Kentucky Department of Education's Literacy Design Collaborative (LDC). Participation in the LDC will offer teachers, coaches, and leaders an instructional design system for developing students' literacy skills to prepare them for the demands of college and career. LDC empowers teachers to build students' literacy skills and understanding of science, history, literature, and other important academic content. Teachers will be trained to use the LDC's Framework and tools. They will develop literacy-rich tasks and design instruction to help students complete that task.

CCHS math teachers will also be participating in The Mathematics Design Collaborative (MDC). The MDC brings to mathematics teaching and learning high-quality instructional tools and professional support services to teachers. The goals of the MDC mesh well with CCHS's goal of raising student achievement in math for GAP students. Job-embedded professional learning for MDC will maximize teacher professional learning as they participate in the MDC.

A major contributing factor to the academic gap between special education students and regular education students is the low reading level. With the System 44 implementation specifically targeted toward special education students, the desire is to close the reading gap. Entering freshmen and continuing sophomores will utilize SYSTEM 44 and READ 180. SYSTEM 44 is a foundational reading program which is utilized to support those readers who are missing key foundational skills. SYSTEM 44 is a personalized reading intervention that engages students in explicit instruction in reading, writing, language, speaking and listening. READ 180 provides reading intervention which is age-appropriate in a blended learning environment. READ 180 has been in place for three years. SYSTEM 44 has only been in place for one year. These interventions will continue. Last year of the students who took beginning, mid-point, and end of year Scholastic Reading Inventory (SRI), 67% of the fifty-five students who met that criteria had exceeded the average growth as measured by Lexile. Of the ten students in SYSTEM 44, 90% had improved accuracy (indicating an improved ability to recognize and decode words) and 60% had gained at least 4 points in fluency (4 points is 1 year of growth).

For the 2015-2016 School year, the System 44 program has been purchased for special education students in order to help close the achievement gap. The program is developed to increase student's reading Lexile level. Once the level has been reached in this program the student will move to Scholastic Read 180 program.

Entering freshmen and sophomores will utilize MATH 180 as an intervention. Many may be identified in middle school and may need to complete the course as they enter high school in order to be successful in math. Others may be identified as they move into the district and will need intervention at the start of their high school career. MATH 180 Course I and Math 180 Course II will be utilized to meet the needs of students to prepare them to be successful in algebra.

ALEKS is an assessment and learning technology software that will be utilized by seniors for CCR math. The software uses adaptive questioning to assess student knowledge and then delivers targeted instruction where the student is most ready to learn.

The district required training for all schools on Jim Knight's *High Impact Instruction*. Two days of training for Jim Knight's *High Impact Instruction* occurred December 17-18, 2014 for all principals, coaches, and curriculum specialists. Two additional days for teacher leaders accompanied by their coaches and other school leaders (assistant principals, guidance counselors, etc.) were held January 27-28, 2015. This is the cornerstone of work that will occur as a result of the district's selection for an Instructional Transformation Grant from KDE. A 20/20 Team will be formed with KLN representatives, peer observers, coaches, principals, and other leaders to guide professional learning and deepen professional practice in curriculum, instruction, and assessment under the umbrella of PGES. Administrators, Instructional Behavioral Coaches, and teacher leaders led training at each school in the district on August 7th on High Impact instruction.

Instructional Behavioral Coaches at the district were also trained by the certified district trainer in *A Framework for Understanding Poverty*. The Instructional Behavioral Coaches then delivered the training at individual school sites. Christian County High School has a 70% free/reduced lunch rate. Understanding the impact of poverty on students is of vital importance for teachers and staff.

Describe the plan/process to continuously use student data (i.e., formative, interim, and summative assessments) to inform and differentiate instruction and how it will be integrated with the implementation of school-wide response to intervention.

Christian County has implemented a Professional Learning Community (PLC) model based on the work of DuFour and Eaker. Each school incorporates the study of student data during one week of the process in order to plan instruction guided by data and content. Teachers have received training in the PLC process, and administration are responsible for guiding PLC's in their buildings. Formative, summative, interim data are all studied as part of the teacher's learning and planning time so that sound instructional decisions can be made for each student. Accordingly, work around the content is then planned as a result of student data and mastery of the content. PLC's begin when school is in session and continue through the year until dismissal.

CCHS will use the PLC process to continuously use data to inform and differentiate instruction. Additional time and training will be needed to provide teachers with the tools and skill sets on using data to differentiate instruction and respond to specific student needs. As noted in the Diagnostic Review, classroom observations revealed that nearly all instruction is teacher-centered and whole group. Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 27 percent of the classrooms.

CCHS's PLC process will be implemented with fidelity and will be monitored by school leadership. PLC's will meet on a weekly basis. The PLC process will be a five week plan that includes: the standards, assessment, student engagement, evidence of student learning, and data analysis. This plan will ensure that the teachers are providing students with clear learning targets while using high quality exemplars.

During week 1, teachers will review the standards that will be taught and develop student friendly learning targets. The teachers will also use the progressions chart to ensure that differentiation strategies will be used for those that need intervention strategies. In addition, they will select resources and develop guiding questions.

During week 2, teachers will develop assessments that address the standards to ensure that their targets were met with proficiency. In addition, teachers will be using formative assessments through the use of bell ringers and exit slips to monitor student understanding. Training will be provided on other types of formative assessment utilizing technology such as GradeCam, Plinkers, and PollEverywhere. These formative assessments will allow teachers to give specific and timely feedback because they will immediately know who got it and who didn't.

Weeks 3 and 4 will have a direct impact upon student engagement activities within the classroom. In order for students to achieve at high levels, they have to be engaged in the learning process. After implementing their student engagement piece, the teachers will then share their student evidence. We will discuss the importance of student engagement and the quality of instruction that took place within their classrooms.

Finally, week 5 will entail data analysis. The data analysis will be the heart of student learning. Teachers will bring their data from GradeCam. The PLC will analyze the data. This analysis will allow teachers to reflect upon student learning to make the necessary adjustments needed to ensure student proficiency. Overall, the PLC process will enhance our teachers' skills and impact student achievement.

The PLC plan for continuously monitoring data will be integrated with the implementation of school wide response to intervention. A College and Career Coach will monitor student data. This Coach will monitor the data to determine the students that need to be in our college and career classes. In addition, we will have CCR classes in English and Reading that give our students support in meeting benchmark. These classes will be a semester only which will enable us to reach more students.

MAP and Discovery are used as the District's interim benchmark assessment tools. Each are administered multiple times per year in order to gauge student growth and mastery of learning skills and content. All stakeholders will be presented with comprehensive training regarding how to access and utilize MAP and Discovery data effectively. District-wide expectation is for stakeholders to access and use all data generated by students in these databases. MAP and Discovery data will be used to drive instructional decisions, including grouping students for instruction, and providing Response to Intervention (RtI) services as needed.

The District has implemented a Response to Intervention (RtI) guidelines for schools to utilize when making decisions for students who need RtI services. Within the RtI guidebook, there are guidelines for using student data to drive decisions regarding instruction. Part of those guidelines include using MAP, Discovery, and other forms of summative and formative data to make instructional decisions. All student data is to be considered when making decisions regarding entering a student into RtI, moving a student to a different Tier, and exiting. Also included in the RtI handbook is using differentiated instruction for all students in Tier I (regular classroom instruction). Formative, summative and interim assessments should be used at all times to drive decision making for differentiation.

Because having a solid foundation is critical to a successful high school career, data is carefully reviewed and used to identify freshmen for Response to Intervention. Data from the middle school is used to place students in SYSTEM 44, READ 180, MATH 180 (in the future) and the ALEKS math intervention program.

Students will be placed into math intervention classes after Algebra 1 and Algebra II.

- RTI math is offered in 9, 11, and 12
- ELA 9 and 12

All stakeholders take part in disaggregating student data when summative results are returned from state testing. This insures that teachers and others making instructional decisions are basing their decision-making on student data and results. The data is returned from research-based assessments, proving the results to be valid and reliable.

In addition, the District has purchased Tyler Pulse, which is a data collection warehouse, storing all of the assessment data generated by Christian county Public School's students. All assessment data is uploaded in a timely manner into Pulse so that stakeholders have a warehouse of data at their fingertips. This data is to be used to drive all instructional decision-making, from school level leadership to classroom instructors.

Describe the schedules and strategies implemented to increase learning time (enrichment, core academic instruction, extended day, before or after school, additional PD/planning activities).

The development of the master schedule has been intentional and thoughtful.

- One lunch was been removed from the schedule; therefore, that has added additional instructional minutes to the overall schedule and created flexibility within the schedule.
- A daily advisory period was added to our schedule which will allow for enrichment activities.
- Seniors have been scheduled into a faster paced College and Career Readiness track. Each of the CCR classes will now be a semester and not a year-long course. This will allow students meeting benchmark to test in and out of the classes at a faster rate. This will prevent having students sitting in CCR classes that have already met benchmark.
- Professional Development/Planning- teachers will meet each Wednesday after school during weeks 1,2 and 4 of our PLC process. This will allow more planning time to refine their instructional activities.

Grant funds could be targeted to offer services that are not currently possible. As a district focused on novice reduction, afterschool tutoring, homework help, summer school, and credit recovery can be critical activities. As noted earlier, most of our novice students are also our GAP students. By offering services outside of the school day to students who are identified as at-risk, additional time with instruction would be beneficial in helping to close the achievement gap.

Identify ways family and community supports will be involved with providing meaningful input with planning, implementing and engaging partners in the school(s) improvement plan for the grant's duration.

The TELL survey responses related to family and community support showed the most significant decline from the 2013 administration. This information correlates with the stakeholder survey information from the AdvancEd Diagnostic Stakeholder Feedback Survey in 2014 where parents had a high level of neutral responses and indicated that they did not have enough information to make a determination.

Grant funds will support the work of the grant coordinator who will work collaboratively with stakeholders and community partners to create authentic and valid opportunities for involvement. It will also be important to intentionally communicate the work of those partnerships so that all stakeholders understand and see the value of those partnerships.

Christian County High School does have strong support in the community. Many community leaders and businesses truly want CCHS to succeed. Many of the community leaders are alumni of CCHS. The current principal and staff are reaching out to include community leaders in the transformation effort in a structured way. School leadership is currently exploring creating a CCHS alumni association to leverage that support to benefit the students of CCHS.

CCHS also has two strong Partners in Education with Continental Mills and Propulsys. The Partners in Education program connects public schools with local businesses, organizations and individuals in an effort to enrich and support student achievement. The support these partners provide can be in many forms such as tutoring students, volunteering in schools, donating funds and equipment, providing career speakers, facilitating tours of local businesses for students and teachers, providing job shadowing opportunities, classroom assistance, before and after school programs, and providing employees time off to be involved in schools. The grant coordinator will work to develop an intentional plan to involve the Partners in Education in very visible ways and communicate their support and involvement to the larger community.

The district is moving to online student registration for the 2016-2017 school year. In order for parents to register their students for school online, they must have a Parent Portal account on Infinite Campus. Currently, 42.95 % of parents at CCHS have a Parent Portal account. Over the next year, there will be an intentional effort to increase this number to 100%. Parent Portal provides instant and secure way to access and monitor their student's academic progress, assignments, attendance, test scores, behavior, and teacher comments. It will provide timely, meaningful information to parents as they need it.

The grading policy at CCHS was a concern for the Diagnostic Review team in April of 2015. An improvement priority was to examining the effectiveness of grading policies and practices. School leadership has met with teaching staff to review the grading practices and policy. They have worked to provide greater clarity to grading and reporting. The next steps are to work with staff and stakeholders and use those results to refine the grading system at CCHS to ensure grades are based on the attainment of content knowledge and skills. Further work will need to be done to review grading practices to ensure that they are consistently being implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students. It will be important to continue and further refine this work so that it becomes embedded into the culture of the school.

Freshmen Orientation and Academy is being implemented this year at CCHS. Freshmen Orientation is an important night. It lays the groundwork for involvement of parents in their student's high school career. This

is a process that will allow our families to feel welcomed at the school level. Our parents will be invited to tour the school and meet the teachers, provided a map with room numbers, a list of extra and co-curricular groups and activities as well as an organizational chart. Parents had the opportunity to speak with the principal and freshmen assistant principal and tour booths where they could register, set up schedules, sign up for Parent Portal accounts, review students ILP, see athletic programs offered, ROTC, Band, Choir, Art, Agriculture, Gateway Academy, learn about College and Career Readiness, understanding Safety Net (advisory, ESS, and intervention), and Freshmen Binders.

Freshmen binders is part of the advisory system. Each piece of the binder will be explained to students and why it is important for them. The first piece of their plan is the requirements to graduate. During freshmen advisory students are led through understanding their career pathway, core classes, and electives. Another component is the career cluster/College and Career Readiness piece. Students will be guided through completing this section during advisory. Students will also set two nine week goals and expectations for classrooms are housed in the binder.

The importance of College and Career Readiness for students and parents cannot be minimized. The district currently offers information to parents through ConnectU. Attendance at district held events is typically lower than school sponsored events. CCHS will partner with the district and host ConnectU sessions for parents and families of Christian County High School in an effort to reach more stakeholders with information about their child's data, college and career benchmarks, course offerings, scholarships, and financial assistance.

CCHS works closely with The Gateway Academy to Innovation and Technology. Together they partner to provide students with project based learning in engineering, biomedical, and nursing. They also focus on giving students the opportunity to develop the necessary soft skills that local businesses have identified as being critical for success once they have entered the workplace.

CCHS does not currently have a SBDM, but does have an Advisory Council. It will be important to engage the Advisory Council in a consistent and ongoing process to provide feedback on the development of by-laws, school policies, development and implementation of school improvement plans, and regular and comprehensive reviews of student and school performance data in order to prepare for the reinstatement of the SBDM. The Council was trained during the fall of 2014 in the process of writing by-laws and policies in preparation of being reinstated.

Identify the intensive technical assistance and support provided to the school by the district.

The District provides intensive technical assistance and support to the school in the following ways:

Instructional Rounds Instructional Rounds occur in every school annually. A team of approximately 25 District and School leaders will collect data through classroom observations in relation to a Problem	District and School Leaders (25)	Annually

of Instructional Practice identified by the School Leadership Team. Data, Trends, Predictions and Next Steps are identified as part of the process. All School Leadership Team members participate in four visits to other schools in the 2015-16 school year to build exposure to a range of instructional practices and to build a common language throughout the District about instruction. The Principal walks the building with the Superintendent and discusses issues relative to PPGES.		
Customer Service Visit Each school receives a Customer Service in the Fall semester. The purpose of this visit is to bring central office support to the school level and provide opportunities for school staff to tell the District what support is needed to effectively work. Feedback is collected by each Division and discussed in the following Cabinet meeting with overall results and a follow-up plan shared with the School Principal.	District Staff	Annually
School Support Visits A team of District Leadership will conduct classroom observations using the ELEOT instrument and collect trend data compared to the baseline established by the Diagnostic Review team in 2013. Formal debriefing of individual classrooms will occur as well as next steps developed during the following KDE Monitoring Visit. The School Leadership team will be involved in the debriefing. KDE staff will be invited to participate in the process. During the visit, the Principal walks the building with the Superintendent and also participates in dialogue with the Superintendent relative to PPGES.	Superintendent Gemmill, Chief Officers, Susie Hartline, Michelle Ladd, Tracey Leath, Darrell Daigle, Cindy Campbell, Kristin Nolte	3 times annually
PBIS Support District leadership reviews discipline reports and provides assistance to leadership, teachers, and staff on the PBIS implementation.	Kim Stevenson Ruth Lynch	Monthly
Reading Intervention Support District staff meets weekly with the reading intervention teacher during PLCs, provides a weekly in-class support visit, and schedules outside consultants for additional support.	Sara Sweeney	Weekly
Advisory Council Meetings The district's Chief Administrative Officer attends the Advisory Council Meetings to assist with the process of writing by-laws and policies in preparation of being reinstated.	Laura Morris	Monthly
PGES Implementation District staff meet with school leadership to assist with developing observation schedules, review protocols, and answer specific questions that principals have related to PGES.	Laura Morris/Vicki Myers	4X per year

PPGES Implementation The Superintendent meets with the principal individually to review the PPGES requirements, review protocols and answer specific questions the principal might have related to PPGES.	Mary Ann Gemmill	4 X per year
Instructional Behavioral Coach District assigned coach and working with teachers on instructional and behavioral strategies to improve student academic performance.	Kristen Nolte	Daily
School Improvement Coach District assigned coach working with school improvement initiatives and building teacher capacity to improve student academic performance.	Cindy Campbell	Daily

A rural school in a district receiving funds under Title VI, Part B, Subparts 1 or 2 (the Rural Education Achievement Program) may modify one required element of the Transformation Model. This modification must meet the intent of the originally required element. If the school elects to take advantage of this flexibility, describe the following. ***Note: This flexibility only applies to schools in districts receiving REAP funds and it is not required to address this question.***

- 1) What is the element to be modified?
- 2) How will the element be modified?
- 3) How does this modification continue to meet the intent of the originally required element?

DOES NOT APPLY

Schools are not required to address “permissible activities”. However, if a school does include permissible activities it may do so in the spaces below.

Transformational Model – Permissible Activities

Please Note: You may only type in the gray areas.

Describe the new governance structure (i.e., hire turnaround leader, contract with a management company, SBDM Council loses authority) and why it was selected.

The new governance system at Christian County High School selected by the former Superintendent of Schools was for the School-Based Site Base Council to lose authority and decision making power at the local school level. In 2009 the CCHS SBDM council was disbanded and only a School Advisory Council was formed. The council has no authority to make decisions, approve policy, or hold the responsibility to participate in the hiring of a new school principal. However, currently the advisory council is treated as a regular school council. The council has undergone SBDM training, meets monthly, and utilizes the council just like a normal operational council. The plan for the CCHS council is to reinstate their authority, decision-making power, and position within the building as soon as the school is out of KDE Priority Status.

With the lack of an official SBDM, the Superintendent has the authority to select and hire the school principal at Christian County High School. In January 2015, the position became vacant. Due to the shallow pool of high quality applicants available in January, the Superintendent appointed Chief Operations Officer Brad Hawkins as an interim through May. The Superintendent met with teachers, staff, students, and the Advisory Council for their input on a principal selection. The position was advertised and then the Superintendent selected, Mr. Christopher Bentzel, a principal who had successfully turned around two failing schools in the past. The Superintendent allowed the principal the flexibility of changing members of the leadership team by bringing in two experienced leaders as assistant principals.

Describe Plan to ensure the school is not required to accept a teacher without mutual consent of the teacher and principal.

The district utilizes the Talent Ed Recruit and Hire online application system for posting and applying for positions. Principals are able to see all applicants for positions and choose who will be interviewed and hired. This allows for the school and applicant to both show mutual interest. The principal in collaboration with the school SBDM or advisory committee make hiring decisions for the school.

Describe the district plan to conduct periodic reviews to ensure the curriculum is implemented with fidelity and modified if ineffective.

The District will administer benchmarks twice during the year to measure the planned and taught curriculum. Using the results of the district benchmark assessments, teams of teacher leaders and district staff will determine appropriate modifications made to district curriculum and pacing documents. Other data that will be included will be from Discovery Education's interim benchmark assessments, statewide accountability data, and common assessment data developed in the PLC process.

Describe how the district will provide additional supports and PD to teachers and principals to serve students with disabilities and limited English proficiency.

The special education department will provide monthly meetings with the special education department at CCHS. The purpose of the meetings will be to keep teachers informed of changes in the special education department and well as determine needs and specific trainings needed.

PD and trainings held during the summer of 2015 and fall of 2015 include the following:

- Non-violent crisis intervention training
- Supporting students with challenging behaviors
- VB-MAPP: Verbal Behavior Milestones Assessment and Placement Program
- Coaching Students with Executive Functioning Deficits
- Infinite Campus for Special Education Teachers
- Social Skills Instruction: Developing, Teaching, and Monitoring Student Goals
- Transition IEP Requirements for High School Students
- What are the Requirements of 504 Plans and ADA Compliance?

- Manifestation Determination Information
- Special Education (SPED) Forms and Organization: What Do I Do and Where Does It Go?
- IEP Basics
- Special Education (SPED) Update
- 12 Things Every Student with Autism Wishes You Knew
- Strategies for Supporting Students with High Functioning Autism in the Classroom
- System 44 Training for NEW Teachers and Special Education Teachers
- Characteristics of Special Education Categories

The district provides four itinerant English Learner teachers to serve the limited English proficiency students in the district. Identification of students begins with the Home Language Survey and then through the administration of an additional screener to determine if students qualify for services. EL teachers consult with administrators, guidance counselors, students and parents in an ongoing basis to meet the needs of LEP students. Each month EL teachers will be presenting a brief overview of topics to faculty members to increase awareness of resources available, provide information, and promote additional professional development opportunities to staff members who work with LEP students.

Describe plans, in secondary schools, to increase student enrollment in advanced course work including supports to ensure low-achieving students can take advantage of these programs.

The District collaborates with regional postsecondary providers for expanded dual credit opportunities. Guidance staff provide students with information relative to financial assistance through the Mary Jo Young Scholarship. Additionally, the District works privately with a local foundation and refers students in need of assistance with tuition and other educational materials. Guidance Counselors refer students to the Chief Instructional Officer who makes the contact with the Foundation.

Describe transition activities from middle to high school such as summer transition programs or freshman academies.

Freshmen Orientation and Academy is being implemented this year at CCHS. Freshmen Orientation is an important night. It lays the groundwork for involvement of parents in their student's high school career. This is a process that will allow our families to feel welcomed at the school level. Our parents will be invited to tour the school and meet the teachers, provided a map with room numbers, a list of extra and co-curricular groups and activities as well as an organizational chart. Parents had the opportunity to speak with the principal and freshmen assistant principal and tour booths where they could register, set up schedules, sign up for Parent Portal accounts, review students ILP, see athletic programs offered, ROTC, Band, Choir, Art, Agriculture, Gateway Academy, learn about College and Career Readiness, understanding Safety Net (advisory, ESS, and intervention), and Freshmen Binders.

Freshmen binders is part of the advisory system. Each piece of the binder will be explained to students and why it is important for them. The first piece of their plan is the requirements to graduate. During freshmen

advisory students are led through understanding their career pathway, core classes, and electives. Another component is the career cluster/College and Career Readiness piece. Students will be guided through completing this section during advisory. Students will also set two nine week goals and expectations for classrooms are housed in the binder.

Describe strategies to increase graduation rates.

During the 2014-15 school year there were no specific strategies in place to increase the graduation rate. The 2014 graduation rate was 92%, and apparently there was a perception that the grad rate would hold steady. However, preliminary data indicates a 2015 graduation rate of 88.5, which is a significant drop.

For 2015-16 the following initiatives are in place to improve the graduation rate:

- A fourth guidance counselor has been hired to allow one of the counselors to concentrate on seniors. Each counselor will be tasked with yearly transcript reviews to ensure that each cohort of students are on track to graduate on time. In the past, this guidance counselor position had been traded for an additional assistant principal position. This is no longer being done.
- A College and Career Readiness coach will hired track CCR data and to track all students who enter as freshmen until graduation.
- The CCR intervention classes have been shortened to one semester to allow seniors to meet benchmarks and move to an elective course.
- Beginning with Freshmen Orientation, students and parents will be made aware of graduation requirements and will be active partners in monitoring their progress toward graduation.
- Established an Advisory period within the master schedule.

Describe the partnership with parents, organizations, and other agencies to create a safe school environment.

The Christian County Public School District has an excellent relationship with our local law enforcement agencies. We work very closely with them to provide full-time SRO's in each high school and middle school along with an SRO who is shared among our elementary schools. Both the city police and county sheriff's dept. have been very instrumental in developing our new active shooter training program to better prepare our staff and students if a tragedy occurs.

We work very closely with our local health department to stay up-to-date on precautions that need to be taken to prevent an infectious disease outbreak. All of our schools have a full time nurse on staff that oversees these precautions.

Finally, we work every year with the Kentucky Center for Safe Schools (KCSS) who audits two of our schools annually. Once the audit is conducted we debrief with them to find a solution for any issues found.

Describe the strategies implemented to improve school climate and discipline.

At Christian County High School, staff have implemented a number changes and approaches in an effort to improve the overall school climate and culture. Much of the effort has gone into creating school-wide consistent expectations that understood by all staff, students, and parents. A team from CCHS was trained

for two days during the summer in how to implement PBIS in the school. That team will begin to meet monthly and work through the provided framework as well as attend update trainings.

Over the summer, the administration developed the CCHS Student Handbook. In recent years there had been no such guide to help students and parents know exactly what school expectations existed. The Handbook contains updated information on dress code, tardy policy, cell phone policies, student rewards, and directions to find all other pertinent information whether it be on the school website or in the district CODE of Acceptable Behaviors. The handbook has been included in the CCHS Student Agenda. An agenda will be given to each student on the first day of school. Students will be expected to keep an agenda with them each day.

In an effort to follow that PBIS framework of understanding the difference between minor behavior infraction and major ones and to continue to place the emphasis on the idea of the classroom teacher having all of the necessary tools to instruct and manage the classroom, re-teach appropriate behaviors, and be able to hold students accountable within the classroom, the administrative team created the CCHS Minor Classroom Referral. This referral is a form that teachers can use to document interventions that have been implemented when students have issues with minor classroom behaviors. This also allow teachers, following the protocol provided, to assign a lunch detention when needed or an afterschool detention if the problem persists. Though each teacher has leeway in exactly when they may give a student a minor referral, there is school-wide consistency in that all teachers use the same document and must follow the same procedures when issuing consequences to students.

On August 10th, the staff received a full day of professional development relating to school culture. The day included a look into Ruby Payne's poverty work and relating that to our school. All teachers were trained in how to use the Minor Classroom Referral. Each teacher was given a copy of the student agenda to keep, and the administration used the remainder of the professional development to guide the staff through the handbook and the changes to structures and procedures for the upcoming school year. Each week, as teachers attend PLC's there will be a PBIS/Discipline update as part of the meeting to discuss any pertinent information or updates relating to procedure and structures.

To ensure that all students understand changes to policies, new structures, and procedures that affect them, each period, for the first three days of school, teachers will provide instruction relating to these topics. The administration has provided teachers an instructional matrix that will guide them through exactly what to cover. This will take 10-15 minutes from each period and still allow teachers to have the remaining time to use as they see fit.

In another effort to keep all adults in the building on the same page and consistent with actions throughout the year, each staff member has received a copy of the CCHS Staff "Smartbook". The Smartbook contains all types of information that is relevant for a teacher or staff member at CCHS. This includes procedures, guidelines, schedules, calendars, contacts, school forms, supervision schedules and much more. On August 12th, staff members were given their Smartbooks, and the administrations reviewed the information with them. Throughout the year, information and documents will be given to the staff that will need to be added to the Smartbook.

Describe how the school program has been extended to offer full-day kindergarten or pre- kindergarten.

NOT APPLICABLE TO A HIGH SCHOOL

Describe the per-pupil school-based budget formula being implemented that is weighted based on student needs.

Will not be addressed.

Identify the school pre-implementation activities (e.g., family and community engagement, review/selection of external providers, staffing, professional development and support, prepare for accountability measures) that will occur. Explain how these activities will prepare the school for successful implementation of the model. Any expenses related to pre-implementation must be reflected the district budget.

CCHS WILL NOT USE SIG FUNDS FOR PRE-IMPLEMENTATION ACTIVITIES.

Actions

Please Note: You may only type in the gray areas.

Explain how the district will monitor changes in instructional practice as a result of job-embedded professional development.

The District will conduct walk-throughs using the ELEOT instrument four times throughout the year and compares the results to professional learning occurring within the school. Trend data is maintained across all visits. An instructional rounds visit is also conducted annually by a team of 25 school and district leaders to provide the school with data and feedback on a school-determined problem of instructional practice (POP). The POP must be something that is a high leverage item and that has been a focus of professional growth for the school over an extended period of time. Additionally, District instructional staff will conduct walk-throughs twice monthly to monitor implementation of District Non-Negotiables for Teaching and Learning.

Describe how school personnel will be assigned or reassigned, maximizing teaching and learning to address the school's improvement goals.

Placement of the school teaching staff is based on the master schedule. The schedule is designed to offer classes and meet the academic needs of all students as well as address the school improvement goals. Teacher placements are made based on the classes that are offered during the current school year. Postings for new staff are based student enrollment numbers.

Identify how the use of school-level funds from various sources will be changed to support the school's improvement goals.

School levels funds are ONLY used to support the school's improvement plans. Everything related to funding is in some manner supporting the school's continuous improvement plan. The CCHS improvement plan is based upon the Kentucky Department of Education's Diagnostic Review and most recent KPREP Data. In combination with the designated Improvement Priorities (6 total IPs), all decisions, initiatives, and expenses are based upon improving the school's overall academic status. For example, one of the school's

improvement priorities is based upon a school-wide grading policy; to further implementation and monitoring of the grading policy the school purchased a web-based service known as “Grade Cam” to standardized grading practices, quicken the process of entering grades into the school’s data base (Infinite Campus), and to use the data analysis tools to determine intervention/enrichment activities for students based upon data. Grade cam is just one example of using school based funding sources to support the school’s overall continuous improvement plan. There are many other examples of purchases and expenses that are made to increase student achievement and align our improvement efforts to improve student achievement. If CCHS were to receive funding from the SIG Grant, similar process and planned expenses would align with the improvement plan and priorities.

Describe the review process of policies and practices of the Board of Education and School Based Decision Making Council conducted to ensure there are no barriers to prevent the full implementation of this improvement plan. Include the date(s) of the review. (This is not to ensure legally required policies are in place.)

Christian County Board of Education utilizes services from the Kentucky School Board Association for recommendation of policies to consider for adoption. The local Board of Education reviews policies annually or earlier upon request by staff. The policies are shared with the schools for implications on site based policies. Board policy requires councils to submit new policies to the Board attorney for review. SBDM policies are reviewed annually with new SBDM Council members. Certified trainers for the Kentucky Association of School Councils (KASC) provide training to SBDM Council members during the school year. A SBDM checklist for effective policies is utilized to determine refinements of changes. All changes are approved by SBDM Council and sent to the Board of Education. SBDM meeting minutes are also sent to the Chief Administrative Officer for review. School councils make presentations to the Board members on an annual basis regarding the implementation of comprehensive school improvement plans. CCHS principal presents monthly to the Board on progress made as a Priority School.

Describe the school and district policies and/or practices (e.g., curriculum, instructional practices, staffing, calendars/time/schedule, class offerings, budgeting, etc.) that have been changed to ensure the school is able to implement the improvement plan with fidelity.

In April of 2014, the CCHS Advisory Council underwent SBDM training to prepare them for the eventual return of their SBDM Council. The Advisory Council will, under the supervision of the Chief Administrative Officer and Principal, review all by-laws and policies.

Identify supports, outside the district, (i.e., education cooperatives, site researchers, higher education personnel, and other external providers) that will be utilized to assist the school in meeting its improvement goals. Describe the actions that have been or will be taken to recruit, screen, and select appropriate and effective external providers to ensure their quality. Describe how these external providers will be regularly reviewed and held accountable for their performance.

The District has adopted Jim Knight's *High Impact Instruction* as the instructional model for the District. The structure includes a standards-based focus with guiding questions, learning concept maps, formative assessment and community building. The Learning Concept Map component allows teachers to clearly see the breakdown in student thinking and reasoning. During the summer of 2015, all core subject areas at the high school level participated in curriculum alignment and pacing led by KDE Regional Content Specialists. Having a clearly developed curriculum and pacing guide will allow the school to implement PLCs more effectively.

The District facilitated the work of all high schools and the Career and Technical Center to establish a schedule that would allow the Priority School to implement an advocacy structure for all students beginning in the 2015-16 school year. Since both district high schools transport to the CTC, the change was required for all schools while meeting the instructional requirements of programs impacted.

When updating the staffing allocation formula, boards of education must adhere to guidelines in KRS 157.360(4) (a) regarding a staffing ratio of 31:1 in grades 7-12. Once the base level funding language is added into the staffing allocation formula, it may become confusing. KRS 157.360 (4)(b) states "... class size loads for middle and secondary school classroom teachers shall not exceed the equivalent of one hundred fifty (150) pupil hours per day." This means that each classroom teacher who is allocated to grades 7-12 cannot have more than 150 per-pupil hours.

When this statute was enacted, most secondary schools operated on a six-period day. Scheduling concepts such as alternative models and block schedules were not factored into legislation. One-hundred fifty per-pupil hours of instruction during a six-hour school day would yield a ratio of 25:1.

SBDM schools are not bound by state cap size requirements if the council so votes and it is recorded in the minutes. Itinerant positions need to be worked out between schools in order to insure 1.0 positions district-wide. Staffing allocations are to be submitted on the district template. All employees must be listed. Classified Units can be combined and used for certified teachers.

Identify the state and federal funding resources that will be adjusted to continue reform efforts when the SIG funds are no longer available. Describe how data analysis will continue to drive instructional changes and annual goals.

The district currently has a strong school support plan in place. District and school leadership complete school walkthroughs utilizing the ELEOT instrument and debrief after each school support visit. The district also conducts non-negotiable walkthroughs and provides that data to the school leadership team. That data becomes part of the discussion during the monthly school support visit and the monthly principal support visit with district staff. The district employs Tyler Pulse which is a data management system. By utilizing the data management system, school leadership will be able to identify highly successful staff members by examining both cognitive and non-cognitive data. Student progress will be monitored through analysis of data collected from MAP (incoming 9th graders), PLAN, ACT, KOSSA, Discovery, End of Course exams, common assessments, student attendance, teacher attendance, and behavior referrals.

The school and district currently utilize assessment data to gauge the school's progress toward reaching proficiency. The district and school leadership meet monthly to review assessment data and to discuss the work being implemented in the school improvement plan. Internally, leadership will continue to lead PLCs to analyze student data and monitor progress toward school improvement goals.

Grant funds are being requested to hire a School Improvement Coach who will oversee curriculum alignment work, continue Focused Planning with teachers, and lead the new teacher cohort. Intervention teachers and the College and Career coach would also be funded through grant funds. It is the intent of the leadership within the district and the school to build the capacity with current staff so that once grant funds are no longer available existing staff will be able to carry on the work. Title I funding will be used to support interventions after the life of the SIG grant.

Describe the procedures the school and district will implement to ensure that all actions taken and activities implemented result in sustainable processes that positively affect student achievement beyond the expiration of the grant. Include how funding and resources will be adjusted to continue practices and how data analysis will continue to drive instruction toward meeting annual goals.

The district required training for all schools on Jim Knight's *High Impact Instruction*. Two days of training for Jim Knight's *High Impact Instruction* occurred December 17-18, 2014 for all principals, coaches, and curriculum specialists. Two additional days for teacher leaders accompanied by their coaches and other school leaders (assistant principals, guidance counselors, etc.) were held January 27-28, 2015. This is the cornerstone of work that will occur as a result of the district's selection for an Instructional Transformation Grant from KDE. A 20/20 Team will be formed with KLN representatives, peer observers, coaches, principals, and other leaders to guide professional learning and deepen professional practice in curriculum, instruction, and assessment under the umbrella of PGES. Administrators, Instructional Behavioral Coaches, and teacher leaders led training at each school in the district on August 10th on High Impact instruction. The district is working to make the instructional model systemic throughout the district.

Expectations for data analysis and classroom use will not change. Tyler Pulse will continue to be updated regularly and used to support the easy accessibility of data for teachers and administrators. The district's RtI plan will remain based on the use of formative, summative and interim data. In addition, the PLC process will remain in place, including the expectation that data analysis will remain in place as part of the PLC process. Teacher's planning and goals will be set based in part on a study and analysis of student data. The District will continue to drive the use of data for classroom and administrative instructional decision-making.

Timeline

Please Note: You may only type in the gray areas.

Develop a timeline that describes the steps necessary to implement the intervention model. The timeline must include, but is not limited to the following activities: analysis of data, professional development, parent and community input and involvement activities, annual assessments, quarterly assessments, district and school leadership activities.

Analysis of Data	2015-2016	2016-2017	2017-2018
Summer	<p>Leadership team will:</p> <ul style="list-style-type: none"> Analyze data to identify strengths and areas for improvement Assess needs based on data Develop coaching plan with School Improvement Coach to address how to build skills and competencies through PLCs Establish assessment calendar Establish school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Analyze data to identify strengths and areas for improvement Assess needs based on data Develop coaching plan with School Improvement Coach to address how to build skills and competencies through PLCs Revise assessment calendar Refine school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Analyze data to identify strengths and areas for improvement Assess needs based on data Develop coaching plan with School Improvement Coach to address how to build skills and competencies through PLCs Revise assessment calendar Refine school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance.
Fall	<p>Leadership team will:</p> <ul style="list-style-type: none"> Communicate SMART goals to all stakeholders Complete a 30-60-90 day plan to address needs of GAP students. Share assessment calendar with all stakeholders Facilitate school-wide data analysis using School Data Analysis Template (AdvancEd) to identify challenges in student demographic data, teacher/school 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Communicate SMART goals to all stakeholders Complete a 30-60-90 day plan to address needs of GAP students. Share assessment calendar with all stakeholders Facilitate school-wide data analysis using School Data Analysis Template (AdvancEd) to identify challenges 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Communicate SMART goals to all stakeholders Complete a 30-60-90 day plan to address needs of GAP students. Share assessment calendar with all stakeholders Facilitate school-wide data analysis using School Data Analysis Template (AdvancEd) to identify challenges

	<p>leader demographic data, and process data, achievement/outcome data, and perception data.</p> <ul style="list-style-type: none"> • Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. • Facilitate PLCs and coach process for selecting and reviewing data, model collection and charting of data, lead reflective questioning to identify needs based on data using process tools • Lead PLCs in developing goals which can be measured by data quarterly assessments and quarterly goals. • School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will provide one-on-one support to teachers on developing measurable goals. • District observation of PLC process • District will provide feedback to leadership team on PLC observations • District will facilitate review of annual assessment data 	<p>in student demographic data, teacher/school leader demographic data, and process data, achievement/outcome data, and perception data.</p> <ul style="list-style-type: none"> • Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. • Identify PLC leaders and begin gradual release of PLC process. • Assist PLC leaders in developing goals which can be measured by data quarterly assessments and quarterly goals. • School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will provide one-on-one support to teachers on developing measurable goals. • District observation of PLC process • District will provide feedback to leadership team on PLC observations • District will facilitate review of annual assessment data 	<p>in student demographic data, teacher/school leader demographic data, and process data, achievement/outcome data, and perception data.</p> <ul style="list-style-type: none"> • Include challenges identified using the School Data Analysis Template to be addressed in the CDIP, define the high needs which will inform the Big Ideas and Reform/Redesign of a Priority School. • Support PLC leaders and monitor the PLC process. • Monitor PLCs in developing goals which can be measured by data quarterly assessments and quarterly goals. • School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will provide one-on-one support to teachers on developing measurable goals. • District observation of PLC process • District will provide feedback to leadership team on PLC observations • District will facilitate review of annual assessment data
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	<ul style="list-style-type: none"> Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students 	<ul style="list-style-type: none"> Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students 	<ul style="list-style-type: none"> Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students
Winter	<p>Leadership team will:</p> <ul style="list-style-type: none"> Refine 30-60-90 day plan for spring semester to address needs of GAP students Lead PLC teams through data analysis essential questions to define problems, determine causal factors, develop and refine hypothesis, and develop solutions. School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed. District observation of PLC process District will provide feedback to leadership team on PLC observations District School Support visits will monitor data 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Involve teachers in refining 30-60-90 day plan for spring semester to address needs of GAP students Assist PLC team leaders through data analysis essential questions to define problems, determine causal factors, develop and refine hypothesis, and develop solutions. School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed. District observation of PLC process District will provide feedback to leadership team on PLC observations 	<p>Leadership team will:</p> <ul style="list-style-type: none"> Involve teachers in refining 30-60-90 day plan for spring semester to address needs of GAP students Monitor PLC teams use of data analysis essential questions to define problems, determine causal factors, develop and refine hypothesis, and develop solutions. School Improvement Coach, Educational Recovery Leader, Instructional Behavioral Coach, and school leadership will monitor and provide one-on-one support to teachers on progress toward measurable goals and provide assistance as needed. District observation of PLC process District will provide feedback to leadership team on PLC observations

	<p>toward progress on meeting set goals</p> <ul style="list-style-type: none"> District will work collaboratively with school to develop a proposal for Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students 	<ul style="list-style-type: none"> District School Support visits will monitor data toward progress on meeting set goals District will work collaboratively with school to implement Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students 	<ul style="list-style-type: none"> District School Support visits will monitor data toward progress on meeting set goals District will work collaboratively with school to refine Tyler Pulse to effectively monitor CCR data so that it is accessible to all school leadership for review. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance. Celebrate successes of on target students
Spring	<p>School leadership will:</p> <ul style="list-style-type: none"> Lead PLC teams through data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward 	<p>School leadership will:</p> <ul style="list-style-type: none"> Will begin gradual release of PLC process and assist PLC team leaders through data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, 	<p>School leadership will:</p> <ul style="list-style-type: none"> Will monitor PLC teams use of data analysis of benchmark assessment data, EOC practice test assessment data to determine effectiveness and refine instructional practice to meet the needs of students. Update school wide monitoring system of assessment data to include, but not limited to: KPREP, EOC Practice Tests, ACT Practice Tests, PLAN, KYOTE,

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	<p>Graduation, and Attendance.</p> <ul style="list-style-type: none"> • Celebrate successes of on target students 	<p>ACT Practice Tests, PLAN, KYOTE, COMPASS, ASVAB, Progress Toward Graduation, and Attendance.</p> <ul style="list-style-type: none"> • Celebrate successes of on target students 	<p>COMPASS, ASVAB, Progress Toward Graduation, and Attendance.</p> <ul style="list-style-type: none"> • Celebrate successes of on target students
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Professional Development	2015-2016	2016-2017	2017-2018
Summer		<p>Leadership will:</p> <ul style="list-style-type: none"> • Provide Professional Development on Literacy Design Collaborative and Math Design Collaborative for new teachers • Provide GradeCam training to new teachers 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Provide differentiated instruction professional development for new teachers • Provide GradeCam training for new teachers
Fall	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Standards Based Grading and Formative Assessment</u> (Marzano) Chapter 1 – Research and Theory Chapter 2 – The Anatomy of Formative Assessment • Provide GradeCam training • Provide professional development using Math Solutions – Using Formative Assessment 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Differentiated Instructional Strategies – One Size Doesn't Fit All</u> (Gregory, Chapman) Chapter 1 – Creating a Climate for Learning Chapter 2 – Knowing the Learner • Provide professional development using Math Solutions – Algebraic Functions 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Data Analysis for Continuous School Improvement</u> (Bernhardt) Chapter 1 – Importance of Data Chapter 2 – Getting Started with Data Analysis Chapter 3 – What Data Are Important • Provide professional development using Math Solutions – High School Geometry
Winter	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Standards Based Grading and Formative Assessment</u> (Marzano) Chapter 3 – The Need for a New Scale 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Differentiated Instructional Strategies – One Size Doesn't Fit All</u> (Gregory, Chapman) 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Data Analysis for Continuous School Improvement</u> (Bernhardt)

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	<p>Chapter 4 – Designing Assessments</p> <ul style="list-style-type: none"> • Provide a Standards Based Grading and Formative Assessment Professional Development after teachers have participated in book study and developed a common understanding. • Provide professional development addressing Student Engagement • Provide professional development on ACT Preparation 	<p>Chapter 3 – Assessing the Learner Chapter 4 – Adjusting, Compacting, and Grouping</p> <ul style="list-style-type: none"> • Provide a Differentiated Instruction Professional Development after teachers have participated in book study and developed a common understanding. • Provide professional development addressing authentic and meaningful family engagement 	<p>Chapter 4 – Demographics Chapter 5 – Perceptions Chapter 6 – Student Learning</p> <ul style="list-style-type: none"> • Provide a Data Analysis Professional Development after teachers have participated in book study and developed a common understanding.
Spring	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Standards Based Grading and Formative Assessment</u> (Marzano) • Chapter 5 – Tracking Student Progress • Chapter 6 – Grading and Reporting • Provide Student Advocacy and Mentoring Training • Provide Professional Development on Literacy Design Collaborative • Provide Professional development on Math Design Collaborative 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Differentiated Instructional Strategies – One Size Doesn't Fit All</u> (Gregory, Chapman) • Chapter 5 – Instructional Strategies for Student Success • Chapter 6 – Curriculum Approaches for Differentiated Classrooms • Soft Skills Professional Development and Strategies to Embed within the Core Curriculum 	<p>Leadership will:</p> <ul style="list-style-type: none"> • Lead a book study using <u>Data Analysis for Continuous School Improvement</u> (Bernhardt) • Chapter 7 – School Processes • Chapter 8 – Interactions and Analyses • Chapter 9 – Communicating the Results • Chapter 10 - Conclusion

Parent/Community	2015-2016	2016-2017	2017-2018
Fall	<p>School leadership will:</p> <ul style="list-style-type: none"> • Organize and facilitate Freshmen 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Organize and facilitate Freshmen 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Organize and facilitate Freshmen

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	<p>Orientation Academy</p> <ul style="list-style-type: none"> • Create a plan to increase Parent Portal access to 100% by March 1 to facilitate communication and online student registration • Create website update process and expectations • Plan ConnectEd calls around assessment communication • Create expectations for Parent Conferences • Train teachers on logging phone contacts through Infinite Campus • Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement 	<p>Orientation Academy</p> <ul style="list-style-type: none"> • Grow to include Sophomore Orientation • Update website • Plan ConnectEd calls around assessment communication • Explore student led conferences • Monitor parent contacts through Infinite Campus • Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement 	<p>Orientation Academy</p> <ul style="list-style-type: none"> • Organize and facilitate Sophomore Orientation • Grow to include Junior Orientation • Update website • Plan ConnectEd calls around assessment communication • Monitor parent contacts through Infinite Campus • Collaborate with Title I Contact and FRYSC to develop meaningful opportunities for parent involvement
Winter	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor plan to increase Parent Portal access to 100% by March 1 to facilitate communication and online student registration • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication • Monitor expectations for Parent Conferences <p>Monitor logging phone contacts through Infinite Campus</p>	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication • Monitor expectations for Parent Conferences <p>Monitor logging phone contacts through Infinite Campus</p>

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	<ul style="list-style-type: none"> • Monitor expectations for Parent Conferences • Monitor logging phone contacts through Infinite Campus 		
Spring	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor plan to increase Parent Portal access to 100% by March 1 to facilitate communication and online student registration • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication • Monitor expectations for Parent Conferences • Monitor logging phone contacts through Infinite Campus 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication • Monitor expectations for Parent Conferences • Monitor logging phone contacts through Infinite Campus 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Monitor website update process and expectations • Implement planned ConnectEd calls around assessment communication • Monitor expectations for Parent Conferences • Monitor logging phone contacts through Infinite Campus

Annual Assessments	2015-2016	2016-2017	2017-2018
Summer		<p>School leadership will:</p> <ul style="list-style-type: none"> • Develop a plan for ACT preparation activities 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Develop a plan for ACT preparation activities
Fall	<p>School leadership will:</p> <ul style="list-style-type: none"> • Guide teachers in the development of student growth goals • Develop plan for quarterly EOC practice tests 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Guide teachers in the development of student growth goals • Model use of GradeCam formative assessment data 	<p>School leadership will:</p> <ul style="list-style-type: none"> • Guide teachers in the development of student growth goals • Model use of GradeCam

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	<ul style="list-style-type: none"> • Implement plan for quarterly EOC practice tests • Model use of GradeCam formative assessment data • Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready • Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Lead teachers in the analysis of Practice PLAN and Practice ACT data. • Review and monitor reading and math intervention data • Develop a plan for ACT preparation activities 	<ul style="list-style-type: none"> • Develop plan for quarterly EOC practice tests • Implement plan for quarterly EOC practice tests • Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready • Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Lead teachers in the analysis of Practice PLAN and Practice ACT data. • Review and monitor reading and math intervention data 	<ul style="list-style-type: none"> • formative assessment data • Develop plan for quarterly EOC practice tests • Implement plan for quarterly EOC practice tests • Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready • Develop a plan for Guidance Counselors to meet with students individually about CCR benchmarks • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Lead teachers in the analysis of Practice PLAN and Practice ACT data. • Review and monitor reading and math intervention data
Winter	School leadership will:	School leadership will:	School leadership will:

	<ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT preparation activities Implement plan for quarterly EOC practice tests Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks Review and monitor reading and math intervention data 	<ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT preparation activities Implement plan for quarterly EOC practice tests Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks Review and monitor reading and math intervention data 	<ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT preparation activities Implement plan for quarterly EOC practice tests Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks Review and monitor reading and math intervention data
Spring	<p>School leadership will:</p> <ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT preparation activities Implement plan for quarterly EOC practice tests 	<p>School leadership will:</p> <ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT preparation activities Implement plan for quarterly EOC practice tests 	<p>School leadership will:</p> <ul style="list-style-type: none"> Facilitate the School Improvement Coach to work with the Chamber of Commerce to develop recognitions for students who become Career Ready Implement plan for ACT

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	<ul style="list-style-type: none"> • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Review and monitor reading and math intervention data 	<ul style="list-style-type: none"> • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Review and monitor reading and math intervention data 	<ul style="list-style-type: none"> • preparation activities • Implement plan for quarterly EOC practice tests • Provide individual or small group tutoring for students needing assistance meeting CCR benchmarks • Review and monitor reading and math intervention data
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District/School Leadership	2015-2016	2016-2017	2017-2018
Fall	District and school leadership will: <ul style="list-style-type: none"> • Meet with the school Principal for Fall Collaborative Planning • Participate in a Fall Customer Service Visit • Participate in monthly KDE monitoring visits • Monitor PGES implementation and provide coaching as needed • Participate in school support visit • Provide feedback using the ELEOT instrument • Meet monthly with the Principal 	District and school leadership will: <ul style="list-style-type: none"> • Meet with the school Principal for Fall Collaborative Planning • Participate in a Fall Customer Service Visit • Participate in monthly KDE monitoring visits • Monitor PGES implementation and provide coaching as needed • Participate in school support visit • Provide feedback using the ELEOT instrument • Meet monthly with the Principal 	District and school leadership will: <ul style="list-style-type: none"> • Meet with the school Principal for Fall Collaborative Planning • Participate in a Fall Customer Service Visit • Participate in monthly KDE monitoring visits • Monitor PGES implementation and provide coaching as needed • Participate in school support visit • Provide feedback using the ELEOT instrument • Meet monthly with the Principal

	<ul style="list-style-type: none"> Report monthly to the Board of Education regarding the Priority School's progress 	Report monthly to the Board of Education regarding the Priority School's progress	Report monthly to the Board of Education regarding the Priority School's progress
Winter	District and school leadership will: <ul style="list-style-type: none"> Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education regarding the Priority School's progress 	District and school leadership will: <ul style="list-style-type: none"> Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education regarding the Priority School's progress 	District and school leadership will: <ul style="list-style-type: none"> Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education regarding the Priority School's progress
Spring	District and school leadership will: <ul style="list-style-type: none"> Meet with the school Principal for Spring Collaborative Planning Participate in monthly KDE monitoring visits Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education regarding 	District and school leadership will: <ul style="list-style-type: none"> Meet with the school Principal for Spring Collaborative Planning Participate in monthly KDE monitoring visits Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education 	District and school leadership will: <ul style="list-style-type: none"> Meet with the school Principal for Spring Collaborative Planning Participate in monthly KDE monitoring visits Monitor PGES implementation and provide coaching as needed Participate in school support visit Provide feedback using the ELEOT instrument Meet monthly with the Principal Report monthly to the Board of Education

	the Priority School's progress	regarding the Priority School's progress	regarding the Priority School's progress
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Annual Goals

Please Note: You may only type in the gray areas.

Develop **annual** S.M.A.R.T. goals (Goals must be specific, measureable, attainable, realistic, and time bound.) for literacy and mathematics for each year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy/Reading		2015-2016	2016-2017	2017-2018
Purpose: Christian County High School will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next three years.				
Reading Baseline Data: Spring 2015 Discovery benchmark testing 9 th grade proficiency rate 37%.	9 th grade CCHS will increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 60% over three years.	English 1 Discovery Proficiency rate will increase to 45%.	English 1 Discovery Proficiency rate will increase to 53%.	English 1 Discovery Proficiency rate will increase to 60%.
Reading Baseline Data: 2015 English 2 Reading EOC proficiency rate %.	10 th grade CCHS will increase the percentage of proficient reading scores on the English 2 End of Course Exam from 44 % to 60 % over three years.	English 2 EOC Proficiency rate will increase to 49%.	English 2 EOC Proficiency rate will increase to 54%.	English 2 EOC Proficiency rate will increase to 60%.
Reading Baseline Data: 2015 ACT reading benchmark rate 21%.	11 th grade CCHS will increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the ACT from 21% to 45% over three years.	ACT percentage of students attaining reading benchmark will increase to 31%.	ACT percentage of students attaining reading benchmark will increase to 39%.	ACT percentage of students attaining reading benchmark will increase to 45%.
Reading Baseline Data: 2015 CCR rate 62%.	12 th grade CCHS will increase the number of graduates who	Graduates attaining CCR will increase to 80%	Graduates attaining CCR will increase to 90%	Graduates attaining CCR will increase to 100%

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	attain college and career readiness based on KY CCR measures from 62% to 100% over three years.			
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Literacy/English		2015-2016	2016-2017	2017-2018
Purpose: Christian County High School will increase the percentage of proficient English scores on appropriate measures for each grade level over the next three years.				
English Baseline Data: Spring 2015 Discovery benchmark testing 9 th grade proficiency rate 5%.	9 th grade CCHS will increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 5% to 40% over the next three years.	English 1 Discovery Proficiency rate will increase to 20%.	English 1 Discovery Proficiency rate will increase to 30%.	English 1 Discovery Proficiency rate will increase to 40%.
English Baseline Data: 2015 KY On Demand Writing Exam proficiency rate 63.5%.	10 th grade CCHS will increase the percentage of proficient reading scores on the KY On Demand Writing Exam from 63.5 % to 80% over the next three years.	KY On Demand Writing Exam proficient scores will increase to 68%.	KY On Demand Writing Exam proficient scores will increase to 74%.	KY On Demand Writing Exam proficient scores will increase to 80%.
English Baseline Data: 2015 ACT English benchmark rate 31%.	11 th grade CCHS will increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the ACT from 31% to 55% over the next three years.	ACT percentage of students attaining English benchmark will increase to 38%.	ACT percentage of students attaining English benchmark will increase to 47%.	ACT percentage of students attaining English benchmark will increase to 55%.
English Baseline Data: 2015 CCR rate 62%.	12 th grade CCHS will increase the number of graduates who	Graduates attaining CCR will increase to 80%	Graduates attaining CCR will increase to 90%	Graduates attaining CCR will increase to 100%

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	attain college and career readiness based on KY CCR measures from 62% to 100% over the next three years.			
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Mathematics		2015-2016	2016-2017	2017-2018
Purpose: Christian County High School will increase the percentage of proficient math scores on appropriate measures for each grade level over the next three years.				
Math Baseline Data: Spring 2015 Discovery math benchmark testing 9 th grade proficiency rate 2%.	9 th grade CCHS will increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam from 2% to 40% over the next three years.	Algebra 1 Discovery Proficiency rate will increase to 15%.	Algebra 1 Discovery Proficiency rate will increase to 25%.	Algebra 1 Discovery Proficiency rate will increase to 40%.
Math Baseline Data: Spring 2015 Discovery math benchmark testing 10 th grade proficiency rate 5%.	10 th grade CCHS will increase the percentage of proficient scores on the Geometry Discovery Benchmark exam from 5% to 40% over the next three years.	Geometry Discovery Proficiency rate will increase to 15%.	Geometry Discovery Proficiency rate will increase to 25%.	Geometry Discovery Proficiency rate will increase to 40%.
Math Baseline Data: 15%	11 th grade CCHS will increase the percentage of 11 th graders attaining benchmark scores for college readiness in math on the ACT from 15% to 40% over the next three years.	ACT percentage of students attaining math benchmark will increase to 25%.	ACT percentage of students attaining math benchmark will increase to 35%.	ACT percentage of students attaining math benchmark will increase to 45%.
Math Baseline Data: 2015 CCR rate 62%.	12 th grade CCHS will increase the number of	Graduates attaining CCR will increase to 80%	Graduates attaining CCR will increase to 90%	Graduates attaining CCR will increase to 100%

	graduates who attain college and career readiness based on KY CCR measures from 62% to 100% over the next three years.			
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Develop **quarterly** S.M.A.R.T. goals for literacy and math for each of year of the SIG funding. Include goals for each grade level in the school. Include baseline data within the goal.

Literacy/Reading	Christian County High School will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.			
SMART Goals 2015-2016	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Reading Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing 9 th grade proficiency rate 37%; English 2 (10 th) Reading EOC proficiency rate 44%; 2015 ACT reading (11 th) benchmark rate 21%; 2015 CCR (12 th) rate 62%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 41%; (10 th) Increase the percentage of proficient reading scores on the English 2 Discovery Exam from 44% to 45%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 20%).	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 45%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 46 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the Discovery ACT benchmark exam to 28%; (12 th) Increase the number of graduates who attain college and career readiness	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 49 %; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 48 %; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 60%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 54%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 49 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the ACT to 31%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 80%.

		based on KY CCR measures to 40%.		
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Literacy/English	CCHS will Christian County High School will increase the percentage of proficient English scores on appropriate measures for each grade level over the next year.			
SMART Goals 2015-2016	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
English Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing grade proficiency rate 37%; On Demand Writing Exam (10 th) proficiency rate 63.5%; (11 th) ACT English benchmark rate 31%; (12 th) CCR rate 62%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 38%; (10 th) Increase the percentage of proficient scores on the English 2 Discovery Exam from 37% to 45%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 20%).	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 41%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 47 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the Discovery ACT benchmark exam from 31% to 36%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 40%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 43%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 49 %; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 60%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 45%; (10 th) Increase the percentage of proficient reading scores on the On Demand Writing Exam to 68 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the ACT to 38%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 80%.

Math	CCHS will Christian County High School will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2015-2016	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Math Baseline Data: Spring 2015 (9 th) Discovery Algebra 1	(9 th) Increase the percentage of proficient scores	(9 th) Increase the percentage of proficient scores	(9 th) Increase the percentage of proficient scores	(9 th) Increase the percentage of proficient scores

benchmark testing proficiency rate 2%; (10 th) Discovery math benchmark testing grade Geometry proficiency rate 5%; (11 th) ACT Math college readiness rate 15%; (12 th) CCR rate 62%.	on the Algebra 1 Discovery Benchmark exam from 2% to 8%; (10 th) Increase the percentage of proficient scores on the Geometry Discovery Exam from 5% to 10%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 20%).	on the Algebra 1 Discovery Benchmark exam to 10%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery Exam to 15 %; (11 th) Increase the percentage of proficient scores in Math on the Discovery ACT benchmark exam from 15% to 20%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 40%.	on the Algebra 1 Discovery Benchmark exam to 15%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery Exam to 18 %; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 60%.	on the Algebra 1 Discovery Benchmark exam to 20%; (10 th) Increase the percentage of Geometry scores on the Discovery Exam to 20%; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the Increase the number of college readiness benchmark ACT scores to 20%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 80%.
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Literacy/Reading	CCHS will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.			
SMART Goals 2016-2017	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Reading Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing 9 th grade proficiency rate 37%; English 2 (10 th) Reading EOC proficiency rate 44%; 2015 ACT reading (11 th) benchmark rate 21%; 2015 CCR (12 th) rate 62%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 49%; (10 th) Increase the percentage of proficient reading scores on the English 2 Discovery Exam	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 50%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 48 %;	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 52%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 49 %;	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 54%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 54 %;

	from 44% to 47%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 40%).	(11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the Discovery ACT benchmark exam to 35%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 50%.	(12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 70%.	(11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the ACT to 38%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 90%.
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Literacy/English	CCHS will increase the percentage of proficient English scores on appropriate measures for each grade level over the next year.			
SMART Goals 2016-2017	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
English Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing grade proficiency rate 37%; On Demand Writing Exam (10 th) proficiency rate 63.5%; (11 th) ACT English benchmark rate 31%; (12 th) CCR rate 62%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 49%; (10 th) Increase the percentage of proficient scores on the English 2 Discovery Exam from 37% to 50%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 40%).	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 41%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 55%; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the Discovery ACT	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 43%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 60%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 70%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to %; (10 th) Increase the percentage of proficient scores on the On Demand Writing Exam to 74 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the ACT to 47%;

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		benchmark exam from 31% to 46%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 50%.		(12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 90%.
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Math	CCHS will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2016-2017	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Math Baseline Data: Math Baseline Data: Spring 2015 (9 th) Discovery Algebra 1 benchmark testing proficiency rate 2%; (10 th) Discovery math benchmark testing grade Geometry proficiency rate 5%; (11 th) ACT Math college readiness rate 15%; (12 th) CCR rate 62%.	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam from 2% to 15%; (10 th) Increase the percentage of proficient scores on the Geometry Discovery Exam from 5% to 15%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 30%).	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam from 2% to 18%; (10 th) Increase the percentage of proficient scores on the Geometry Discovery Exam from 5% to 18%; (11 th) Increase the percentage of proficient scores in Math on the Discovery ACT benchmark exam to 30%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR to 40	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam to 22%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery Exam to 22%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 70%.	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam to 25%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery E(11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in math on the Increase the number of college readiness benchmark ACT scores to 35%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 90%.

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Literacy/Reading	CCHS will increase the percentage of proficient reading scores on appropriate measures for each grade level over the next year.			
SMART Goals 2017-2018	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Reading Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing 9 th grade proficiency rate 37%; English 2 (10 th) Reading EOC proficiency rate 44%; 2015 ACT reading (11 th) benchmark rate 21%; 2015 CCR (12 th) rate 62%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam from 37% to 50%; (10 th) Increase the percentage of proficient reading scores on the English 2 Discovery Exam from 44% to 50%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 40%).	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 54%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 54 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the Discovery ACT benchmark exam to 42%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 50%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 58%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 58%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 70%.	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam to 60%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 60 %; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in reading on the ACT to 45%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 90%.

Literacy/English	CCHS will increase the percentage of proficient English scores on appropriate measures for each grade level over the next year.			
SMART Goals 2017-2018	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
English Baseline Data: Spring 2015 Discovery English 1 (9 th) benchmark testing grade proficiency rate	(9 th) Increase the percentage of proficient scores on the English 1 Discovery Benchmark exam	(9 th) Increase the percentage of proficient scores on the English 1 Discovery	(9 th) Increase the percentage of proficient scores on the English 1 Discovery	(9 th) Increase the percentage of proficient scores on the English 1 Discovery

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37%; On Demand Writing Exam (10 th) proficiency rate 63.5%; (11 th) ACT English benchmark rate 31%; (12 th) CCR rate 62%.	from 37% to 49%; (10 th) Increase the percentage of proficient scores on the English 2 Discovery Exam from 37% to 51%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures from 62% to 80%. (1st Q goal 40%).	Benchmark exam to %; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 53%; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the Discovery ACT benchmark exam from 31% to 50%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 60%.	Benchmark exam to 43%; (10 th) Increase the percentage of proficient reading scores on the English 2 EOC Exam to 65%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 90%.	Benchmark exam to 60%; (10 th) Increase the percentage of proficient scores on the On Demand Writing Exam to 80%; (11 th) Increase the percentage of 11 th graders attaining benchmark scores for college readiness in English on the ACT to 55%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 100%.
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Math	CCHS will increase the percentage of proficient math scores on appropriate measures for each grade level over the next year.			
SMART Goals 2017-2018	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Math Baseline Data: Spring 2015 (9 th) Discovery Algebra 1 benchmark testing proficiency rate 2%; (10 th) Discovery math benchmark testing grade Geometry proficiency rate 5%; (11 th) ACT Math college readiness rate 15%; (12 th) CCR rate 62%.	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam from 2% to 25%; (10 th) Increase the percentage of proficient scores on the Geometry Discovery Exam from 5% to 25%; (12 th) Increase the number of	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam to 30%; (10 th) Increase the percentage of proficient scores on the Geometry Discovery Exam to 30%; (11 th) Increase the percentage	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam to 35%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery Exam to 35%; (12 th) Increase the number of	(9 th) Increase the percentage of proficient scores on the Algebra 1 Discovery Benchmark exam to 40%; (10 th) Increase the percentage of proficient Geometry scores on the Discovery Exam to 40%; (11 th) Increase the percentage of 11 th

	graduates who attain college and career readiness based on KY CCR measures from 62% to 100%. (1st Q goal 40%).	proficient scores in math on the Discovery ACT benchmark exam to 40%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR to 60	graduates who attain college and career readiness based on KY CCR measures to 70%.	graders attaining benchmark scores for college readiness in math on the Increase the number of college readiness benchmark ACT scores to 45%; (12 th) Increase the number of graduates who attain college and career readiness based on KY CCR measures to 100%.
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After each quarterly analysis of goals, describe steps the district will take if the school(s) is not making progress toward meeting the annual goals.

Should the school not make progress toward goals, district staff will participate alongside school leadership in reviewing data, process, and performance. Together the school leadership and district leadership will attempt to determine if there are barriers that are preventing progress, if the plan is being implemented with fidelity, determine if the goal was reasonable, and how to modify the implementation so that demonstrable progress can be made.

The school leadership team will meet weekly to monitor the progress toward meeting CCR goals, graduation, effectiveness of interventions, and novice reduction. The plan will also be monitored by the district through monthly school support visits.

Consultation

Please Note: You may only type in the gray areas.

Describe how the district collaborated with the SBDM Council and other relevant stakeholders including Board of Education members, school leadership, school staff, parents and the community during the SIG planning process. Include how stakeholders were involved in the identification of needs, development of the intervention model, and identifying best practices and research based strategies that will improve student achievement at the school. Tell how these stakeholders will continue to be involved with the implementation of the model throughout the grant cycle.

During 2011, district staff and school staff met with Dr. Rhonda Dunn, Educational Recovery Director to discuss the process for the school improvement grant application. At that time key staff was identified and was involved in the original application process.

For this application, district staff, school leadership, the Educational Recovery Leader, and coaches have met several times and have worked collaboratively to complete the application for Christian County High School. All teachers have been engaged in discussions led by the school leadership team regarding school improvement. The principal presents to the Board of Education on a monthly basis to update them about the progress of Christian County High School.

The initiatives of the work for the school improvement grant have been shared with the teaching staff of Christian County High School. The results of the Diagnostic Review have been shared and explained. The leadership of the school has created a one page Improvement Initiatives for the 2015-2016 SY. It includes the improvement priorities from the Diagnostic Review, but also includes the things that the school leadership and teachers know need to happen to make the school move forward. In this instance, everyone is literally on the same page.

The improvement initiatives are:

- Mission and Vision
- Instructional Process
- Continuous Improvement Plan (Assessment Plan)
- Student Advocacy/Advisory
- Grading Policy
- PBIS/Discipline Model
- Teacher Coaching/Development/Retention
- GAP Achievement

Stakeholders will continue to be informed of the school improvement initiatives and implementation through Board meeting presentations, school website, social media (Facebook, Twitter), district e-newsletter, and local newspaper reports.

School Budget Narrative

Please Note: You may only type in the gray areas

Describe how the school intends to use the SIG funds for each year of the grant's duration. Funds must be used to implement the selected model to address the causes and contributing factors to low student achievement.

The School Improvement Team reviewed data from multiple sources throughout the review process.

- School Report Card
- TELL Survey
- ELEOT Walkthrough Data
- PGES Observation Data

- Student Survey/Parent Survey
- Diagnostic Review Results

The School Improvement Team identified these main areas for improvement and will strategically focus time, effort, and funding toward addressing long-term systemic change.

- Literacy intervention initiatives
- Math intervention initiatives
- College and Career Readiness
- Instructional Model
- Student Advocacy

Expenditures will be reviewed annually by the School Improvement Team to determine their effectiveness. Modifications or amendments will be made based on the most up to date data available in order to be responsive to student needs. The School Improvement Team will build sustainability beyond the life of the SIG grant by establishing systems that can be supported through multiple state, federal and local funding sources.

Funding is designated annually over a 3 years to build capacity within the school and create systemic change.

YEAR 1		
MUNIS CODE	BUDGET NARRATIVE	AMOUNT REQUESTED
110	<p>Certified Services (Contract):</p> <p>1.0 FTE School Improvement Coach/Grant Coordinator (185 days)</p> <p>1.0 Intervention Math Teacher (185 days)</p> <p><i>Rationale:</i> The School Improvement Coach/Grant Coordinator will oversee the work outlined in the grant proposal. The School Improvement Coach/Grant Coordinator will be responsible for grant reporting and documentation. This role will be vital in building capacity in the school to emphasize instruction and support that provides teachers with competencies and skills that build on their current level of expertise. Over the three years of the grant, the School Improvement Coach will shift responsibility for task completion over time as the teachers exhibit proficiency with skills and strategies. The School Improvement Coach will facilitate effective communication among the team members and stakeholders through active listening, thoughtful and reflective questioning, providing feedback, and relationship building. The School Improvement Coach will facilitate the improvement process as part of the leadership team by ensuring the team is prepared for meetings, assisting with establishing norms and rules, communicating clear meeting outcomes, facilitating the data analysis process, guiding the work to establish challenging and achievable goals, and monitoring the work toward those goals.</p> <p>The analysis of the data demonstrates that CCHS has a higher percentage of Novice students reporting in each of the subgroup categories for Novice than did the State. CCHS had a lower percentage of Apprentice students reporting in nearly every subgroup category than did the state with the exception of the African American subgroup. In an effort to reduce the amount of novices in Math, the Math Intervention teacher will implement MATH 180 Course I and MATH 180 Course II to prepare students to successfully complete high school algebra courses.</p>	\$150190.49
111	<p>School Improvement Coach/Grant Coordinator (185 days) (30 extended days) 5384.25</p> <p><i>Rationale:</i> It will be important for the School Improvement Coach to work with the school leadership team during the extended days on</p>	\$5384.25

	planning for professional development, grant reporting requirements, and planning the grant implementation for the next school year.	
113	<p>Other Certified (Not Part of Contract: ACT Preparation Boot Camp/After School Credit Recovery/EOC Preparation (3 hourly tutors \$8.74 x 18 hours per week for 18 weeks = 8495.25) Freshmen Orientation/Academy \$3000 Stipends for afterschool PLCs (\$23.93 x 1 hours for 55 teachers x 25 afterschool PLCs = 32,903.75) Master Teacher Mentor Stipend \$2,000 Stipends for New Teacher Academy \$5000 Math Coach – intensive and new teacher support (\$23.93/hr x 19 hr per week x 30 weeks= 13640.1) Literacy Coach - intensive and new teacher support (\$23.93/hr x 19 hr per week x 30 weeks= 13640.1)</p> <p><i>Rationale:</i> The ACT Boot Camp and after school preparation for EOC will increase the number of successful students reaching benchmarks and graduation.</p> <p>Freshmen Orientation/Academy establishes the climate for incoming freshmen and their parents. It provides a meaningful way to engage and communicate with families. It will become the entry point for family engagement where they will be asked to provide feedback on programs and services, be provided opportunities to serve on the Advisory Council (eventually the SBDM), and provide opportunities to volunteer in a meaningful way. Attendance at the Freshmen Orientation this year was significantly greater than expected. Over the three years of the grant, this will be the vehicle to change how families have been involved at the school.</p> <p>The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, grading and formative assessments will be a major focus of the work. Work is just beginning in PLC teams to create common assessments which will improve the congruence of grading in similar classes. Rubrics are used by some teachers for grading assessments and writing, but not consistently across the school. Grades are not consistently based on the attainment of content knowledge and skills.</p>	\$78679.20

	CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.	
120	<p>Substitutes for:</p> <p>Teachers to participate in Instructional Rounds</p> <p>Teachers to visit high performing high schools</p> <p>Teachers to engage in professional development</p> <p>\$90 per day x 30 days to provide coverage = \$2700</p> <p><i>Rationale:</i></p> <p>Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools.</p>	\$2700
131	<p>Other Classified Pay:</p> <p>Classified Tutor(s)</p> <p>3 hourly classified tutors to assist with test preparation tutoring</p> <p>18 hours per week x 18 weeks x 8.74 = \$2831.76 (x3)</p> <p><i>Rationale:</i></p> <p>The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.</p>	\$8495.28
221	<p>FICA</p> <p>Classified Tutors (3) 175.57</p>	\$ 526.71
222	<p>Medicare</p> <p>School Improvement Coach 849.48</p> <p>Math Intervention Teacher 730.42</p> <p>Classified Tutors (3) 41.06</p> <p>Hourly Math Coach 41.06</p> <p>Hourly Literacy Coach 41.06</p>	\$2177.76
231	<p>KTRS</p> <p>School Improvement Coach 8998.66</p> <p>Math Intervention Teacher 7737.45</p> <p>Hourly Math Coach 2514.14</p> <p>Hourly Literacy Coach 2514.14</p>	\$21764.39
260	Workman's Compensation	\$544.80

	School Improvement Coach 292.93 Math Intervention Teacher 251.87	
294	Federally Funded Health Care Benefits School Improvement Coach 8000.00 Math Intervention Teacher 8000.00	\$16000
295	Federally Funded Life Insurance Benefits School Improvement Coach 16.08 Math Intervention Teacher 16.08	\$32.16
296	Federally Funded State Administration School Improvement Coach 88.08 Math Intervention Teacher 88.08	\$176.16
321	<p>Workshop Consultant(s): Standards Based Grading \$2000 Student Advocacy \$2000 Student Engagement \$2000 Formative Assessments \$2000</p> <p><i>Rationale:</i> The workshop consultant topics are based on feedback from the April 2015 Diagnostic Review. Grading and grading policies was a specific Improvement Priority. There is no school wide agreed-upon system to create grading consistency. Work is just beginning in PLC teams to create common assessments which will improve the congruence of grading in similar classes. Rubrics are used by some teachers for grading assessments and writing, but not consistently across the school. Grades are not consistently based on the attainment of content knowledge and skills.</p> <p>Interviews and review of documentation during the Diagnostic Review revealed that efforts have been made to provide some students with an adult advocate. The teacher initiated “Me My Mentor” program and school’s “Student Voice” programs are efforts on the part of individual CCHS teachers to create student advocacy programs. While these efforts are commendable, they do not represent a formal structure that ensures all students have at least one adult advocate. It will be important to refine the current advocacy structure into one that is formalized and supports student achievement and development.</p> <p>During the Diagnostic Review, classroom observations revealed that nearly all instruction is teacher-centered and whole group. This is consistent with District walkthrough findings. Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in only 27 percent of classrooms.</p>	\$8000

	<p>Formative assessments professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) <i>given multiple opportunities to demonstrate their understanding of content through formative assessments</i>. Observations did not reveal the use of a consistent instructional process in all classrooms. Observations revealed that use of formative assessment practices were limited (e.g., asking probing questions to check understanding).</p>	
322	<p>Educational Consultant: ACT Preparation Professional Development Literacy Design Collaborative (LDC) Math Design Collaborative (MDC) READ 180 In-Classroom Support/Coaching (Intervention) MATH 180 In-Classroom Support/Coaching (Intervention) Math Solutions In-Classroom Support/Coaching (Core)</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.</p>	\$8000
335	<p>Professional Consultant: Soft Skills Training \$2,000 Math Solutions Professional Development – Using Formative Assessment (2 day PD \$3,400/day) \$6800</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using</p>	\$8800

	assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.	
338		
514	Contracted Bus Services College Trips	\$7000
541	Radio and Television Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs. <i>Rationale:</i> While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.	\$500
542	Newspaper Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs. <i>Rationale:</i> While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.	\$500
552	Posters: Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.	\$500
581	Travel (In District):	
582	Travel (Out of District):	
584	Travel (Out of State):	
585	Travel (Meals):	
586	Travel (Lodging):	

616	Food Non-Instructional Non-Food Service: Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment.	\$250.00
617	Food Instructional Non-Food Service: Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.	\$250.00
627	Diesel Fuel: ACT Bootcamp/Summer School/Credit Recovery (diesel for bus transportation)	\$10,000
641		
642		
643	<p>Supplemental Books, Study Guides, and Curriculum: ACT Preparation Materials \$2000 READ 180 rBooks \$1000 MATH 180 Student Books \$1000 Student SmartBook/Handbook \$8,000 (part of advocacy)</p> <p>YEAR 1 - Faculty Professional Book Study Topic: Formative Assessment and Standards Based Grading – Classroom Strategies that Work (\$17.47 each x 100) \$1747</p> <p>A review of the data demonstrates a particular concern that the school was not successful in meeting any of its Gap Delivery Targets for 2012-14. This suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness. Interventions such as MATH 180 and READ 180 will better meet the needs of those students.</p> <p>The Diagnostic Review indicated a need to formalize the advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking, and life skills. The student SmartBook/Handbook will serve as a tool to formalize that process and assist a consistent implementation throughout the school.</p> <p>Formative assessments professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide "instructional process" that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) <i>given multiple opportunities to demonstrate their understanding of content through formative assessments.</i></p>	\$13747

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	Observations did not reveal the use of a consistent instructional process in all classrooms. Observations revealed that use of formative assessment practices were limited (e.g., asking probing questions to check understanding).	
646	Tests – Data Required for State Reporting: Scholastic Reading Inventory (SRI) [hosted] \$2400 Scholastic Math Inventory (SMI) [hosted] \$2400	\$4800
734	Technology Related Hardware: 15 laptops for MATH 180 Intervention \$499 ea = \$7485	\$7485
735	Technology Related Software: MATH 180 Course I Intervention Software (40 licenses) MATH 180 Course II Intervention Software (40 licenses) A review of the data demonstrates a particular concern that the school was not successful in meeting any of its Gap Delivery Targets for 2012-14. This suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness. Interventions such as MATH 180 and READ 180 will better meet the needs of those students. This expenditure is in YEAR 1 only.	\$85000.00
894	Instructional Field Trips: College Visits to support College and Career Readiness	\$2,000
	YEAR 1 TOTAL	443503.20

YEAR 2		
MUNIS CODE	BUDGET NARRATIVE	AMOUNT REQUESTED
110	<p>Certified Services (Contract):</p> <p>1.0 FTE School Improvement Coach/Grant Coordinator (185 days)</p> <p>1.0 FTE Intervention Math Teacher (185 days)</p> <p>Rationale: The School Improvement Coach/Grant Coordinator will oversee the work outlined in the grant proposal. The School Improvement Coach/Grant Coordinator will be responsible for grant reporting and documentation. This role will be vital in building capacity in the school to emphasize instruction and support that provides teachers with competencies and skills that build on their current level of expertise. Over the three years of the grant, the School Improvement Coach will shift responsibility for task completion over time as the teachers exhibit proficiency with skills and strategies. The School Improvement Coach will facilitate effective communication among the team members and stakeholders through active listening, thoughtful and reflective questioning, providing feedback, and relationship building. The School Improvement Coach will facilitate the improvement process as part of the leadership team by ensuring the team is prepared for meetings, assisting with establishing norms and rules, communicating clear meeting outcomes, facilitating the data analysis process, guiding the work to establish challenging and achievable goals, and monitoring the work toward those goals.</p> <p>The analysis of the data demonstrates that CCHS has a higher percentage of Novice students reporting in each of the subgroup categories for Novice than did the State. CCHS had a lower percentage of Apprentice students reporting in nearly every subgroup category than did the state with the exception of the African American subgroup. In an effort to reduce the amount of novices in Math, the Math Intervention teacher will implement MATH 180 Course I and MATH 180 Course II to prepare students to successfully complete high school algebra courses.</p>	\$150190.50
111	<p>School Improvement Coach/Grant Coordinator (185 days) (30 extended days) 5384.25</p> <p>Rationale: It will be important for the School Improvement Coach to work with the school leadership team during the extended days on planning for professional development, grant reporting</p>	\$5384.25

	requirements, and planning the grant implementation for the next school year.	
113	<p>Other Certified (Not Part of Contract:</p> <p>ACT Preparation Boot Camp/After School/EOC Preparation (3 hourly tutors \$8.74 x 18 hours per week for 18 weeks = 8495.25)</p> <p>Freshmen Orientation/Academy \$3000</p> <p>Stipends for afterschool PLCs (\$23.93 x 1 hours for 55 teachers x 20 afterschool PLCs = \$26,323)</p> <p>Master Teacher Mentor Stipend \$1,000</p> <p>Stipends for New Teacher Academy \$2500</p> <p>Math Coach – intensive and new teacher support (\$23.93/hr x 19 hr per week x 20 weeks= 9093.4)</p> <p>Literacy Coach - intensive and new teacher support (\$23.93/hr x 19 hr per week x 20 weeks= 9093.4)</p> <p><i>Rationale:</i></p> <p>The ACT Boot Camp and after school preparation for EOC will increase the number of successful students reaching benchmarks and graduation.</p> <p>Freshmen Orientation/Academy establishes the climate for incoming freshmen and their parents. It provides a meaningful way to engage and communicate with families. It will become the entry point for family engagement where they will be asked to provide feedback on programs and services, be provided opportunities to serve on the Advisory Council (eventually the SBDM), and provide opportunities to volunteer in a meaningful way. Attendance at the Freshmen Orientation this year was significantly greater than expected. Over the three years of the grant, this will be the vehicle to change how families have been involved at the school.</p> <p>The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, grading and formative assessments will be a major focus of the work. Work is just beginning in PLC teams to create common assessments which will improve the congruence of grading in similar classes. Rubrics are used by some teachers for grading assessments and writing, but not consistently across the school. Grades are not consistently based on the attainment of content knowledge and skills. Year 2 reflects a decrease in funding needed for additional PLC work as the school builds capacity.</p>	\$59505.05

	CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.	
120	<p>Substitutes for:</p> <p>Teachers to participate in Instructional Rounds</p> <p>Teachers to visit high performing high schools</p> <p>Teachers to engage in professional development</p> <p>\$90 per day x 30 days to provide coverage = \$2700</p> <p><i>Rationale:</i></p> <p>Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools.</p>	\$2700
131	<p>Other Classified Pay:</p> <p>Classified Tutor(s)</p> <p>3 hourly classified tutors to assist with test preparation tutoring</p> <p>18 hours per week x 18 weeks x 8.74 = \$2831.76 (x3)</p> <p><i>Rationale:</i></p> <p>The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.</p>	\$8495.28
221	<p>FICA</p> <p>Classified Tutors (3) 175.57</p>	\$ 526.71
222	<p>Medicare</p> <p>School Improvement Coach 849.48</p> <p>Math Intervention Teacher 730.42</p> <p>Classified Tutors (3) 41.06</p> <p>Hourly Math Coach 41.06</p> <p>Hourly Literacy Coach 41.06</p>	\$2177.76
231	<p>KTRS</p> <p>School Improvement Coach 8998.66</p> <p>Math Intervention Teacher 7737.45</p> <p>Hourly Math Coach 2514.14</p> <p>Hourly Literacy Coach 2514.14</p>	\$21764.39
260	<p>Workman's Compensation</p> <p>School Improvement Coach 292.93</p>	\$544.80

	Reading Intervention Teacher 292.93 Math Intervention Teacher 251.87	
294	Federally Funded Health Care Benefits School Improvement Coach 8000.00 Reading Intervention Teacher 8000.00 Math Intervention Teacher 8000.00	\$16000
295	Federally Funded Life Insurance Benefits School Improvement Coach 16.08 Reading Intervention Teacher 16.08 Math Intervention Teacher 16.08	\$32.16
296	Federally Funded State Administration School Improvement Coach 88.08 Math Intervention Teacher 88.08	\$88.08
321	<p>Workshop Consultant(s): Differentiated Instruction \$5000 Stakeholder (Parent) Engagement \$2000</p> <p><i>Rationale:</i></p> <p>Differentiated Instruction professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. Observations did not reveal the use of a consistent instructional process in all classrooms. Classroom observation data does not suggest that the school has been effective in ensuring that all students are exposed to learning environments that are engaging, rigorous, appropriately challenging, and that provide differentiated learning opportunities to students based on their learning needs. Nearly all instruction was delivered through whole group, teacher-centered instruction that did not allow for differentiation, individualization, student collaboration, use of digital learning, etc., all of which more authentically engage students and address a broader range of learning styles and needs.</p> <p>Improvement Priority 7 addressed how the school engages families in meaningful ways in their child’s education and keeps them informed of their children’s learning progress. Current approaches have had limited impact. It will be important to bring in outside expertise to review how current practices and new can be leveraged for significant improvement in parent engagement and communication.</p>	\$7000

322	<p>Educational Consultant: ACT Preparation Professional Development Literacy Design Collaborative (LDC) Math Design Collaborative (MDC) READ 180 In-Classroom Support/Coaching (Intervention) MATH 180 In-Classroom Support/Coaching (Intervention) Math Solutions In-Classroom Support/Coaching (Core)</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.</p>	\$8000
335	<p>Professional Consultant: Soft Skills Training \$2,000 Math Solutions Professional Development – Algebraic Functions (2 day PD \$3,400/day) \$6800</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.</p>	\$8800
338		
514	<p>Contracted Bus Services College Trips</p>	\$7000
541	<p>Radio and Television Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.</p>	\$500

	<p><i>Rationale:</i> While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.</p>	
542	<p>Newspaper Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.</p> <p><i>Rationale:</i> While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.</p>	\$500
552	<p>Posters: Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.</p>	\$500
581	Travel (In District):	
582	Travel (Out of District):	
584	Travel (Out of State):	
585	Travel (Meals):	
586	Travel (Lodging):	
616	<p>Food Non-Instructional Non-Food Service: Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment.</p>	\$250.00
617	<p>Food Instructional Non-Food Service: Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.</p>	\$250.00
627	<p>Diesel Fuel: ACT Bootcamp, Summer School/Credit Recovery (diesel for bus transportation)</p>	\$10,000
641		

642		
643	<p>Supplemental Books, Study Guides, and Curriculum: ACT Preparation Materials \$2000 READ 180 rBooks \$1000 MATH 180 Student Books \$1000 Student SmartBook/Handbook \$8,000</p> <p>YEAR 2 - Faculty Professional Book Study Topic: Differentiated Instructional Strategies – One Size Doesn’t Fit All (\$24.36 each x 100) \$2436.00</p> <p>A review of the data demonstrates a particular concern that the school was not successful in meeting any of its Gap Delivery Targets for 2012-14. This suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness. Interventions such as MATH 180 and READ 180 will better meet the needs of those students.</p> <p>The Diagnostic Review indicated a need to formalize the advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student’s needs regarding learning, thinking, and life skills. The student SmartBook/Handbook will serve as a tool to formalize that process and assist a consistent implementation throughout the school.</p> <p>Differentiated Instruction professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. Observations did not reveal the use of a consistent instructional process in all classrooms. Classroom observation data does not suggest that the school has been effective in ensuring that all students are exposed to learning environments that are engaging, rigorous, appropriately challenging, and that provide differentiated learning opportunities to students based on their learning needs. Nearly all instruction was delivered through whole group, teacher-centered instruction that did not allow for differentiation, individualization, student collaboration, use of digital learning, etc., all of which more authentically engage</p>	\$14436

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	students and address a broader range of learning styles and needs.	
646	Tests – Data Required for State Reporting: Scholastic Reading Inventory (SRI) [hosted] \$2400 Scholastic Math Inventory (SMI) [hosted] \$2400	\$4800
734		
735		
894	Instructional Field Trips: College Visits to support College and Career Readiness	\$2,000
	YEAR 2 TOTAL	331,445

YEAR 3		
MUNIS CODE	BUDGET NARRATIVE	AMOUNT REQUESTED
110	Certified Services (Contract): 1.0 FTE School Improvement Coach/Grant Coordinator (185 days) 1.0 Intervention Math Teacher (185 days)	\$150190.5
111	School Improvement Coach/Grant Coordinator (185 days) (30 extended days) 5384.25 <i>Rationale:</i> It will be important for the School Improvement Coach to work with the school leadership team during the extended days on planning for professional development, grant reporting requirements, and planning the grant implementation for the next school year.	\$5384.25
113	Other Certified (Not Part of Contract: ACT Preparation Boot Camp/After School/EOC Preparation (3 hourly tutors \$8.74 x 18 hours per week for 18 weeks = 8495.25) Freshmen Orientation/Academy \$3000 Stipends for afterschool PLCs (\$23.93 x 1 hours for 55 teachers x 10 afterschool PLCs = 13161.5) Master Teacher Mentor Stipend \$500 Stipends for New Teacher Academy \$1200 Math Coach – intensive and new teacher support (\$23.93/hr x 19 hr per week x 10 weeks= 4546.7) Literacy Coach - intensive and new teacher support (\$23.93/hr x 19 hr per week x 10 weeks= 4546.7) <i>Rationale:</i> The ACT Boot Camp and after school preparation for EOC will increase the number of successful students reaching benchmarks and graduation. Freshmen Orientation/Academy establishes the climate for incoming freshmen and their parents. It provides a meaningful way to engage and communicate with families. It will become the entry point for family engagement where they will be asked to provide feedback on programs and services, be provided opportunities to serve on the Advisory Council (eventually the SBDM), and provide opportunities to volunteer in a meaningful way. Attendance at the Freshmen Orientation this year was significantly greater than expected. Over the three years of the grant, this will be the vehicle to change how families have been involved at the school.	\$35450.15

	<p>The PLC process at CCHS is still fragile in its implementation. There is a tremendous amount of work to be done and this additional time is needed to begin to build teacher capacity and for the PLC process to be a fully embedded, continuous part of the school culture. During the first year, grading and formative assessments will be a major focus of the work. Work is just beginning in PLC teams to create common assessments which will improve the congruence of grading in similar classes. Rubrics are used by some teachers for grading assessments and writing, but not consistently across the school. Grades are not consistently based on the attainment of content knowledge and skills. Year 3 reflects a further decrease in funding needed for additional PLC work as the school prepares to sustain the work beyond the life of the grant. School leadership will explore other venues for funding this initiative to maintain 1 monthly afterschool PLC.</p> <p>CCHS has experience high turnover for the past several years. At the beginning of SY 15-16, there are 35 new teachers on staff. There is a great need for mentor teachers, additional professional development time with these new teachers, and they will need additional coaching in order to be successful. These teachers will need the support to be successful and if we hope to retain them in the field. The amount of support is gradually reduced over the life of the grant as capacity is built and teacher retention is increased.</p>	
120	<p>Substitutes for: Teachers to participate in Instructional Rounds Teachers to visit high performing high schools Teachers to engage in professional development \$90 per day x 15 days to provide coverage = \$1350</p> <p><i>Rationale:</i></p> <p>Providing substitute coverage will allow for teachers to participate in meaningful professional development, observe in other schools in the district and other high performing schools. The number of days is reduced by half as teachers will be implementing the best practices. Focus will be placed on teachers who are new to the school or teachers in need of exemplars in order to move their practice forward.</p>	\$1350
131	<p>Other Classified Pay: Classified Tutor(s) 3 hourly classified tutors to assist with test preparation/tutoring 18 hours per week x 18 weeks x 8.74 = \$2831.76 (x3)</p>	\$8495.28

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	<p><i>Rationale:</i> The tutors will perform much of the day to day work of the ACT Boot Camp and after school preparation for EOC. This work will increase the number of successful students reaching benchmarks and graduation.</p>	
221	<p>FICA Classified Tutors (3) 175.57</p>	\$ 526.71
222	<p>Medicare School Improvement Coach 849.48 Math Intervention Teacher 730.42 Classified Tutors (3) 41.06 Hourly Math Coach 237.34 Hourly Literacy Coach 237.34</p>	\$2177.76
231	<p>KTRS School Improvement Coach 8998.66 Math Intervention Teacher 7737.45 Hourly Math Coach 2514.14 Hourly Literacy Coach 2514.14</p>	\$38609.24
260	<p>Workman's Compensation School Improvement Coach 292.93 Math Intervention Teacher 251.87</p>	\$544.80
294	<p>Federally Funded Health Care Benefits School Improvement Coach 8000.00 Math Intervention Teacher 8000.00</p>	\$16000
295	<p>Federally Funded Life Insurance Benefits School Improvement Coach 16.08 Math Intervention Teacher 16.08</p>	\$32.16
296	<p>Federally Funded State Administration School Improvement Coach 88.08 Math Intervention Teacher 88.08</p>	\$176.16
321	<p>Workshop Consultant(s): Continuous Improvement (use of classroom data to improve instruction)\$5000</p> <p><i>Rationale:</i> A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. Professional development will be key as the school develops and consistently implement practices that will foster "results driven" improvement planning. Systemic ways to document the collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives must be addressed.</p>	\$5000
322	<p>Educational Consultant:</p>	\$8000

	<p>ACT Preparation Professional Development Literacy Design Collaborative (LDC) Math Design Collaborative (MDC) READ 180 In-Classroom Support/Coaching (Intervention) MATH 180 In-Classroom Support/Coaching (Intervention) Math Solutions In-Classroom Support/Coaching (Core)</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.</p>	
335	<p>Professional Consultant: Soft Skills Training \$2,000 Math Solutions Professional Development – High School Geometry (2 day PD \$3,400/day) \$6800</p> <p><i>Rationale:</i> Professional development must be provided in order to address the Improvement Priority to develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content through formative assessments. The implementation of the instructional process must result in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that student are provided specific and timely feedback about their learning.</p>	\$8800
338		
514	<p>Contracted Bus Services College Trips</p>	\$7000
541	<p>Radio and Television Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs.</p> <p><i>Rationale:</i></p>	\$500

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Transformation Model

	While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.	
542	Newspaper Advertising: Promote school and student success within the community. Communicate and raise awareness of stakeholders understanding of school purpose and beliefs. <i>Rationale:</i> While the school has engaged in an inclusive and collaborative process over the summer and beginning of this school year to develop the school's mission and vision statement, the Diagnostic Review Improvement Priority indicates that there is a lack of a process to develop, communicate, effectively implement, or monitor the school's purpose statement. School leadership will work with the Director of Communication to create a targeted, strategic communication plan to inform stakeholders of the school's purpose and celebrations.	\$500
552	Posters: Promote students successfully on track to meet graduation requirements, CCR requirements, and ACT targets.	\$500
581	Travel (In District):	
582	Travel (Out of District):	
584	Travel (Out of State): National Conferences (travel \$1000)	
585	Travel (Meals):	
586	Travel (Lodging):	
616	Food Non-Instructional Non-Food Service: Bottled water, soft drinks provided at parent meetings, community meetings to address basic comfort needs and create a welcoming environment.	\$250.00
617	Food Instructional Non-Food Service: Bottled water, soft drinks provided at afterschool PLC meetings to address basic comfort needs and create a welcoming environment.	\$250.00
627	Diesel Fuel:	\$10,000

	ACT Bootcamp/Summer School/Credit Recovery (diesel for bus transportation)	
641		
642		
643	<p>Supplemental Books, Study Guides, and Curriculum: ACT Preparation Materials \$2000 READ 180 rBooks \$1000 MATH 180 Student Books \$1000 Student SmartBook/Handbook \$8,000</p> <p>YEAR 3 – Faculty Professional Book Study Topic: Data Analysis for Continuous School Improvement (\$15.71 each x 100) \$1571.00</p> <p><i>Rationale:</i> A review of the data demonstrates a particular concern that the school was not successful in meeting any of its Gap Delivery Targets for 2012-14. This suggesting that a significant portion of the student population is not being exposed to learning environments and experiences that meet their educational needs and help ensure college and career preparedness. Interventions such as MATH 180 and READ 180 will better meet the needs of those students.</p> <p>The Diagnostic Review indicated a need to formalize the advocacy structure whereby each student is well known by at least one adult who serves as an advocate for the student's needs regarding learning, thinking, and life skills. The student SmartBook/Handbook will serve as a tool to formalize that process and assist a consistent implementation throughout the school.</p> <p>A key to continuous improvement is the institution's knowledge of its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. The school must develop and consistently implement practices that will foster "results driven" improvement planning and document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives.</p>	\$13571
646	<p>Tests – Data Required for State Reporting: Scholastic Reading Inventory (SRI) [hosted] \$2400 Scholastic Math Inventory (SMI) [hosted] \$2400 ACT Prep Workbooks \$5000</p>	\$4800
734		

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Transformation Model

735		
894	Instructional Field Trips: College Visits to support College and Career Readiness	\$2,000
	YEAR 3 TOTAL	320,108

Describe how the school aligned multiple state and federal funds with the selected intervention model. (May include, but are not limited to, Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.)

The School Improvement Team that collaborated on the writing of this proposal included the Superintendent, Chief Instructional Officer, Chief Administrative Officer, Chief Operations Officer, Principal, Educational Recovery Leader, Assistant Principal(s), Instructional Behavioral Coach, Director of Special Education, District Assessment Coordinator, and the Director of Federal Programs.

The team reviewed academic and non-academic data as well as results of the most recent Diagnostic Review to select the focus areas for the project proposal. Meetings were held at Christian County High School as the drafting process proceeded and input was provided from district level stakeholders. Guidance was provided by the Director of Special Education, Director of Federal Programs, and the Chief Instructional Officer on aligning Title I and Professional Development funding. The school leadership explored ways that the Family Resource/Youth Service Centers could be involved in the proposal – particularly in the area of authentic, meaningful family engagement.

Year 1 Budget

Please Note: You may only type in the gray areas.

District Christian County
School Christian County High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	\$150190.49
111	Extended Days	\$ 5384.25
112		\$
113	Other Certified (Not Part of Contract)	\$ 78679.20
120	Certified Substitute	\$ 2700.00
130		\$
131	Other Classified Pay	\$ 8495.28
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 526.71
222	Medicare	\$ 2177.76
231	KTRS	\$ 21764.39
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260	Workman's Compensation	\$ 544.80
270		\$
291		\$
292		\$
293		\$
294	Federally Funded Health Care Benefits	\$16000.00

MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$ 32.16
296	Federally Funded State Administration	\$ 176.16
297		\$
321	Workshop Consultant(s)	\$ 8000.00
322	Educational Consultant(s)	\$ 8000.00
335	Professional Consultant(s)	\$ 8800.00
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514	Contracted Bus Services	\$ 7000.00
519		\$
521		\$
525		\$
526		\$
531		\$
541	Radio and Television Advertising	\$ 500.00
542	Newspaper Advertising	\$ 500.00
552	Posters	\$ 500.00
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$
585		\$

MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616	Food Non-Instructional Non-Food Service	\$ 250.00
617	Food Instructional Non-Food Service	\$ 250.00
626		\$
627	Diesel Fuel	\$ 10000.00
629		\$
631		\$
639		\$
641		\$
642		\$
643	Supplem. Books, Study Guides, Curriculum	\$ 13747.00
644		\$
645		\$
646	Tests- Data Required for State Reporting	\$ 4800.00
647		\$
649		\$
650		\$
669		\$
734	Technology Related Hardware	\$ 7485.00
735	Technology Related Software	\$ 85000.00
739		\$
810		\$
894	Instructional Field Trips	\$ 2000.00
Total Amount Requested		\$443,503.20

Year 2 Budget

Please Note: You may only type in the gray areas.

District Christian County
School Christian County High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	\$ 150190.50
111	Extended Days	\$ 5384.25
112		\$
113	Other Certified (Not Part of Contract)	\$ 59505.05
120	Certified Substitute	\$ 2700.00
130		\$
131	Other Classified Pay	\$ 8495.28
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 526.71
222	Medicare	\$ 2177.76
231	KTRS	\$ 21764.39
232		\$
233		\$
240		\$
250		\$
251		\$
253		\$
260	Workman's Compensation	\$ 544.80
270		\$
291		\$
292		\$
293		\$
294	Federally Funded Health Care Benefits	\$ 16000.00

MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$ 32.16
296	Federally Funded State Administration	\$ 88.08
297		\$
321	Workshop Consultant(s)	\$ 7000.00
322	Educational Consultant(s)	\$ 8800.00
335	Professional Consultant(s)	\$
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514	Contracted Bus Services	\$ 7000.00
519		\$
521		\$
525		\$
526		\$
531		\$
541	Radio and Television Advertising	\$ 500.00
542	Newspaper Advertising	\$ 500.00
552	Posters	\$ 500.00
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$

585		\$
MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616	Food Non-Instructional Non-Food Service	\$ 250.00
617	Food Instructional Non-Food Service	\$ 250.00
626		\$
627	Diesel Fuel	\$ 10000.00
629		\$
631		\$
639		\$
641		\$
642		\$
643	Supplem. Books, Study Guides, Curriculum	\$ 14436.00
644		\$
645		\$
646	Tests- Data Required for State Reporting	\$ 4800.00
647		\$
649		\$
650		\$
669		\$
734	Technology Related Hardware	\$
735	Technology Related Software	\$
739		\$
810		\$
894	Instructional Field Trips	\$ 2000.00
Total Amount Requested		\$331,445.00

Year 3 Budget

Please Note: You may only type in the gray areas.

District Christian County
School Christian County High School

MUNIS Code	Description of Activity	Amount Requested
110	Certified Services (Contract)	\$ 150190.50
111	Extended Days	\$ 5384.25
112		\$
113	Other Certified (Not Part of Contract)	\$ 35450.15
120	Certified Substitute	\$ 1350.00
130		\$
131	Other Classified Pay	\$ 8495.28
140		\$
150		\$
160		\$
170		\$
190		\$
210		\$
211		\$
212		\$
213		\$
214		\$
215		\$
216		\$
219		\$
220		\$
221	FICA	\$ 526.71
222	Medicare	\$ 2177.76
231	KTRS	\$ 38609.24
233		\$
240		\$
250		\$
251		\$
253		\$
260	Workman's Compensation	\$ 544.80
270		\$
291		\$
292		\$
293		\$
294	Federally Funded Health Care Benefits	\$ 16000.00

MUNIS Code	Description of Activity	Amount Requested
295	Federally Funded Life Insurance Benefits	\$ 32.16
296	Federally Funded State Administration	\$ 176.16
297		\$
321	Workshop Consultant(s)	\$ 5000.00
322	Educational Consultant(s)	\$ 8000.00
335	Professional Consultant(s)	\$ 8800.00
338		\$
339		\$
352		\$
432		\$
433		\$
436		\$
441		\$
443		\$
444		\$
445		\$
450		\$
452		\$
453		\$
455		\$
456		\$
457		\$
459		\$
511		\$
512		\$
513		\$
514	Contracted Bus Services	\$ 7000.00
519		\$
521		\$
525		\$
526		\$
531		\$
541	Radio and Television Advertising	\$ 500.00
542	Newspaper Advertising	\$ 500.00
552	Posters	\$ 500.00
553		\$
555		\$
580		\$
581		\$
582		\$
584		\$

585		\$
MUNIS Code	Description of Activity	Amount Requested
591		\$
592		\$
610		\$
616	Food Non-Instructional Non-Food Service	\$ 250.00
617	Food Instructional Non-Food Service	\$ 250.00
626		\$
627	Diesel Fuel	\$ 10000.00
629		\$
631		\$
639		\$
641		\$
642		\$
643	Supplem. Books, Study Guides, Curriculum	\$ 13571.00
644		\$
645		\$
646	Tests- Data Required for State Reporting	\$ 4800.00
647		\$
649		\$
650		\$
669		\$
734	Technology Related Hardware	\$
735	Technology Related Software	\$
739		\$
810		\$
894	Instructional Field Trips	\$ 2000.00
Total Amount Requested		\$320,108.00

